



## Willow Fields Primary School Relationships and Sex Education Policy (RSE)

*“Sex and Relationships Education is lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life; stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.” DfE July 2000*

Our children learn about relationships and sex from the very youngest age, even if we do not talk with them about it. Some of the things that they learn are incorrect, confusing and frightening. In a world where sex is used to sell things from food to fast cars and celebrities' lives become everyone's business, we should talk to our children to help them to make sense of it all. Research shows that effective RSE does not encourage early sexual experimentation – but it does enable young people to mature, to build their confidence and self-esteem and to understand the nature of safe and trusting relationships.

Parents and carers are the key people for their children learning about relationships and sex and, as a school, we will always work in partnership with home. Parents and carers need to know what the school's RSE programme will complement their role and support them in the education of their children regarding relationships and sex education. Willow Fields Primary School will ensure that parent's and carer's views are heard and that taught RSE is culturally appropriate and inclusive of all children.

The Department for Education (DfE) policy statement issued in March 2017 stated that the focus of RSE would be –

- Different types of relationships including friendships, family and dealing with strangers.
- How to recognise, understand and build healthy relationships including self-respect, respect for others, commitment, tolerance, boundaries, consent, how to manage conflict and how to identify unhealthy relationships.
- How relationships may affect health and well-being; including mental health.
- Healthy relationships and safety online.

### **Aims and Objectives**

There are three main elements to the RSE programme in Willow Fields Community Primary School.

- Gaining knowledge and understanding.
- Developing positive attitudes and values.
- Extending personal and social skills.

We have a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate. Our objectives for the RSE programme are –

- To enable our pupils to make responsible, informed and healthy decisions about their lives both now and in the future.
- To teach our pupils to have the confidence to respect themselves and others so they can move confidently from childhood to adulthood.
- To teach the skills and knowledge for our pupils to understand the principle of consent and to have the skills to judge what type of relationship they want and understand when a relationship is positive.
- To provide a supportive learning environment in which pupils can develop their feelings of self-worth and confidence; especially in relationships with others.
- To generate an atmosphere where questions relating to relationships and sex can be asked and answered sensitively; where trust and confidentiality are ensured.
- To understand the consequences of their actions and behave responsibly within their personal relationships.
- Avoid being pressurised into uncomfortable and dangerous situations.
- Be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.
- To enable pupils to develop knowledge and the communication skills in order to facilitate personal decision making and to acquire the appropriate vocabulary to discuss relationships sensitively.
- To enable pupils to understand the impact of external factors such as the media, internet and peer groups so that they have the confidence and ability to be independent decision-makers.
- To develop awareness of their sexuality, challenge discrimination, sexism and prejudice and promote equality.

Relationships and sex education is always taught with due regard to moral and legal considerations and with the explicit values of family life and relationships at its core. Among the values promoted are –

- Respect for oneself and other people.
- Taking responsibility for one's actions in all situations.
- Honestly and loyalty in relationships.
- The importance and responsibilities of the family unit for all members.
- Sensitivity towards the needs and views of others.
- Recognition of the physical, emotional and moral implications, as well as the risks, of certain types of behaviour.
- To recognise and accept the differences of others.
- To maintain good mental health and well-being; having strategies to support oneself in a range of situations.

### **Relationships and Sex Education in the Context of the National Curriculum**

Willow Fields Community Primary School has a statutory duty to teach the following as part of the National Curriculum and as part of statutory Relationships Education.

#### **Key Stage 1 Science**

- Notice that animals, including humans, have off-spring which grow into adults.
- Identify, name, draw and label the basic parts of the human body.

#### **Key Stage 2 Science**

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.

- Describe the changes as humans develop to old age.
- Recognise that living things produce off-spring of the same kind, but normally off-spring vary and are not identical to their parents.
- Know how some diseases are spread and can be controlled.
- Know the responsibilities they have for their own health and that of others.
- Develop simple skills to prevent diseases spreading.

### **Relationships Education (incorporating aspects of RE and citizenship)**

By the end of primary pupils should know about the following –

#### **Families and People Who Care For Me –**

- 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 each others' 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 their security as they grow up.
- 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**

- How important friendships are in making us feel happy and secure and how people chose to 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**

- The importance of respecting others even when they are very different to 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 cyber bullying), 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**

- 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**

- 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 keeping safe.
- That each person's body belongs to them, and the difference 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, for example family, school or other sources.

**Parents do not have the right to withdraw their child / children from these above aspects of the science curriculum or relationships education curriculum.**

**The following are aspects of relationships and sex education determined by school that parents may choose to withdraw their children from –**

- Know key facts about puberty and the changing adolescent body; including physical and emotional changes.
- About menstrual well-being; including key facts about the menstrual cycle.
- To know about human reproduction.

A caring and developmental Relationships and Sex Education programme (RSE) needs to be more than just biology. Young people need reassurance about their body image, behaviour, feelings and relationships. They also need the knowledge and skills appropriate to their level of maturity and developmental needs. In planning and presenting our RSE programme, pupils should have the opportunity to express themselves within a trusted environment. They can articulate their thoughts, doubts and anxieties in order that they can

build the skills needed to make reasonable decisions, communicate effectively and develop healthy and appropriate relationships. Central to the RSE programme is the growth of self-esteem and taking responsibility for oneself and one's actions. The development of pupil's self-esteem is essential to an effective health education programme. If young people feel good about themselves, they are more likely to take care of themselves, think positively of other people and therefore be equipped to develop caring relationships.

### **Consulting Parents**

Materials which will be used in the school's RSE programme can be seen by parents in school on request to Warren Dawson who is the designated teacher with responsibility for co-ordinating relationships and sex education.

The school informs parents when aspects of the RSE programme will be taught via the curriculum overview on the school website curriculum information section which provides the yearly curriculum overview. This will provide opportunities for parents to identify and discuss the content of the lessons and come into school to view the videos and resources if requested.

Section 405 of the Education Act 1996 enables parents to withdraw their children from sex education other than the sex education that is within the National Curriculum (such as the biological aspects of human growth and reproduction that are essential aspects of National Curriculum Science).

If a parent wishes to withdraw their child from those aspects of relationships and sex education, we request that parents come in and speak to Mr Dawson as RSE leader and the headteacher in the first instance. However, if a parent continues to wish to withdraw their child then we ask that they put their request in writing to the school. The child will then be removed from those lessons and alternative work set within school. The child will not be entitled to time off school while the lessons are delivered.

### **Relationships and Sex Education – Policy and Practice**

- A designated teacher (Mr Dawson) will have overall responsibility for the provision of the programme, for monitoring developments within RSE and for recommending to governors any amendments that they feel necessary and appropriate.
- Parents will receive prior notification of the RSE programme to enable them to discuss issues with staff and their child.
- Materials used within the RSE programme will be available to parents on request.
- The children will be taught in both single and mixed gender groups as appropriate.
- If questions are asked by the children outside of the RSE programme, teachers will use discretion in answering them in an appropriate manner and at an appropriate and suitable time.
- 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 with differentiated provision if required.
- The school RSE policy is subject to annual review.

### **Use of Visitors**

We believe that RSE is most effectively taught by those who know our pupils well and are aware of their needs. We encourage visitors to our school who may enhance, but never replace, our planned provision provided by the class teacher. We will work closely with

visitors to ensure that the needs of our pupils are met. School nurses will be asked to deliver puberty lessons in Year 5 as a part of our annual healthy living week.

**We will follow this code of practice when working with visitors –**

- The care and management of pupils is the responsibility of the school at all times.
- In class teaching situations, visitors will not be asked to work alone with pupils and will always be supported by a member of staff.
- The school will know if visitors are DBS checked and arrangements will be made to accompany them as appropriate.
- All visitors will be made aware of the content and principles of this policy prior to their visit.
- All lessons will be planned in direct liaison with the class teacher, taking account of the age and needs of the group and the context of the work within the RSE programme.
- Visitors will be reminded that, whilst contributing to RSE in a classroom setting, they 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 class teacher beforehand and where applicable / requested be made available to parents.
- The contributions of visitors will be regularly monitored and evaluated.

**Child Protection and Confidentiality**

Teachers need to be aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the headteacher (designated safeguarding lead) or Suzie Mason (deputy designated safeguarding lead) in line with school procedures, should this happen, so that the appropriate action can be taken.

A member of staff can not promise confidentiality if concerns exist as the information must be passed on to a safeguarding lead. This should be made clear to the pupil as part of general practice. Parents and carers will have the right to be informed of any issue that is causing their child concern – however this may be following advice being sought from Together for Children in line with school policy. We will always endeavour to handle any situation arising with care and consideration.

**Monitoring and Evaluation**

Monitoring is the responsibility of the headteacher, safeguarding / RSE governor/s and Mr Dawson who will lead the subject area. PSHE / RSE is treated like all other subjects and will be included in the monitoring and evaluation schedule as led by the senior leadership team. The effectiveness of the RSE programme will be evaluated by assessing pupil's learning and feedback and implementing change if required.

This policy document will be available to parents and other stakeholders via our website of by requesting a paper copy from the school office.

**Pupil Participation**

We will involve pupils in the evaluation and development of the RSE programme in ways that are appropriate to their age. We will refer to local / county / national data e.g. health related data provided by the school nurse team when identifying priorities for RSE moving forward. Pupils will be asked to reflect on their learning and set goals for future learning activities.

## **Sensitive Issues**

### **Puberty**

We will teach about puberty in years 4 to 6 in accordance with our curriculum for RSE. Younger children may be aware of puberty and will answer their questions appropriately on an individual basis. We recognise the importance of ensuring that both boys and girls have a good understanding of puberty before they reach it. We may use single sex groups to address particular needs, such as girls' practical need for information about managing periods. We may work with groups of Year 5 pupils separately to ensure that they receive appropriate information at these age groups. It is the norm at this point for the school nurse service to deliver the sessions to the Year 5 children.

We will ensure that sensitive arrangements are made for girls who have started menstruating. Willow Fields Community Primary School will provide sanitary disposal units and provision of sanitary protection. Staff will respond to pupils needs in a helpful way and without embarrassment. Children will be directed to staff members who are able to help them.

### **Sexual Identity and Sexual Orientation**

We understand our responsibility to ensure RSE meets the needs of all of our pupils. Whatever their developing sexuality, children must feel that RSE is relevant to them and sensitive to their needs. We will not teach directly about sexual orientation, but acknowledge that many children will be aware of both heterosexual and homosexual relationships and may ask questions about these. We will answer these questions factually, in a general way, seeking to challenge prejudice. We will discuss different family arrangements, including same sex partners, when considering relationships. If we encounter examples of homophobic, biphobic or transphobic (HBT) language or attitudes; we will challenge them. Incidents of HBT bullying will be dealt with according to our Anti-bullying policy which explicitly refers to HBT bullying.

As a Stonewall School Champion working towards our next level of accreditation, the teaching of HBT language is embedded within our teaching of PSHE lessons as well as through assemblies.

Other policies linked to this policy include:

- PSHE
- Anti-bullying
- Safeguarding
- Peer on Peer Abuse
- Online Safety

Policy created: 23/02/2020 Mrs Lindsay Robertson

Policy Takes Effect: 01/09/2020

Review Date: 01/09/2021