



RELATIONSHIPS AND SEX EDUCATION POLICY

Approved September 2022 - Full Governing Body.

As a Silver Rights Respecting School, we promote the rights of the child as laid down by UNICEF's Convention of Rights of the Child (CRC). As participants in this scheme we:

- Ensure that coverage of any relevant UNICEF Articles is undertaken.
- Listen to the views of the children in our school regarding equality, diversion and cohesion.
- This policy recognises the child's right to Article 24: All children have the right to health care, including sexual and relationship health support.

UNCRC Article 28: All children have the right to an education.

Policies and practice in Whinfield Primary School respects children's dignity.

“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 sex and relationships from the very youngest age, even if we don't talk with them. Some of the things 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 make sense of it all.

As well as this, in the UK we have the highest rates of teenage pregnancy in Western Europe. We also have high rates of sexually transmitted infections (STIs). Effective RSE does not encourage early sexual experimentation - but it does enable young people to mature, to build up their confidence and self-esteem and to understand the reasons for delaying sexual activity until they are ready.

Parents and carers are the key people for their child's learning about sex and relationships and schools should always work in partnership with home. Parents and carers need to know that the school's RSE programme will complement their role and support them in the education of their child regarding sex and relationships. Whinfield Primary School will ensure that parents' and carers' views are heard and that taught RSE is culturally appropriate and inclusive of all of our children.

AIMS AND OBJECTIVES

There are three main elements to our RSE programme:

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

At Whinfield Primary School, 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.

The objectives of Relationship and Sex Education at Whinfield Primary School 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 respect themselves and others so they can move confidently from childhood through to adolescence and into adulthood.
- To provide a supportive learning environment in which pupils can develop their feelings of self-worth and confidence, especially in relationships to others.
- To generate an atmosphere where questions relating to sex and relationships can be asked and answered sensitively, where trust and confidentiality are ensured.
- To enable pupils to develop knowledge, communication skills and understanding in order to facilitate personal decision making
- To enable pupils to understand the impact of external factors, such as the media, Internet, peer groups and remain independent decision-makers

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

- Respect for oneself and other people
- Taking responsibility for one's actions in all situations
- Honesty and loyalty in relationships
- The importance and responsibilities of the family unit for all members
- Sensitivity towards the needs and views of others
- To recognise the physical, emotional and moral implications, and risks, of certain types of behaviour
- To recognise and accept the differences of others.

Relationships and Sex Education in the context of the National Curriculum:

Legal requirements

Whinfield Primary School has a statutory duty to teach the following as part of the [National Curriculum Science Orders](#) and as part of statutory [Relationships Education](#).

Key Stage 1

- notice that animals, including humans, have offspring which grow into adults.

Key Stage 2

- 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 offspring of the same kind, but normally offspring vary and are not identical to their parents.

Key Stage 1

- to identify and respect the differences and similarities between people.
- that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
- to judge what kind of physical contact is acceptable, comfortable, uncomfortable and uncomfortable and how to respond.
- the importance of, and how to, maintain personal hygiene
- how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading.

Key Stage 2

- to recognise different types of relationships, including those between acquaintances, friends, relatives and families.
- to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.
- to understand personal boundaries and know that we all have rights to privacy.

- about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact.
- to know key facts about puberty and the changing adolescent body, including physical and emotional changes.
- about menstrual wellbeing including key facts about the menstrual cycle.
- to know about human reproduction.

Parents do not have the right to withdraw their child/children from these above aspects of the Science curriculum nor Relationships Education.

A caring and developmental SRE programme needs to be more than just biology. Young people need reassurance about their body image, behaviour, feelings and relationships. They also need knowledge and skills appropriate to their level of maturity and developmental needs.

In planning and presenting an SRE programme, pupils should have 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 responsible decisions, communicate effectively and develop healthy and appropriate relationships.

Central to the SRE programme is the growth of self-esteem and taking responsibility for oneself and one's actions. The development of pupils' 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, develop caring relationships.

RSE is taught through the 'Lucinda and Godfrey' scheme which starts in Early Years and continues until Year 6.

(Areas which have been highlighted by* are those areas stated in the Science Curriculum.)

BY THE END OF KEY STAGE ONE

Pupils will be able to:

- Recognise and compare the main external parts of the bodies of humans*
- Recognise similarities and differences between themselves and others and treat others with sensitivity*
- Identify and share their feelings with others
- Recognise safe and unsafe situations
- Identify and be able to talk with someone they trust
- Be aware that their feelings and actions have an impact on others
- Make a friend, talk with them and share feelings
- Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

Pupils will know and understand:

- That animals, including humans, grow and reproduce*
- That humans and animals can produce offspring and these grow into adults*

- The basic rules for keeping themselves safe and healthy
- About safe places to play and safe people to be with
- The needs of babies and young people
- Ways in which they are like and different from others
- That they have some control over their actions and bodies
- The names of the main external parts of the body including agreed names for sexual parts
- Why families are special for caring and sharing.

Pupils will have considered:

- Why families are special
- The similarities and differences between people
- How their feelings and actions have an impact on other people

BY THE END OF KEY STAGE TWO

Pupils will be able to:

- Express opinions, for example, about relationships and bullying
- Listen to, and support others
- Respect other people's viewpoints and beliefs
- Recognise their changing emotions with friends and family and be able to express their feelings positively
- Identify adults they can trust and who they can ask for help
- Be self-confident in a wide range of new situations, such as seeking new friends
- Form opinions that they can articulate to a variety of audiences
- Recognise their own worth and identify positive things about themselves
- Balance the stresses of life in order to promote both their own mental health and well-being and that of others
- See things from other people's viewpoints, for example their parents and their carers
- Discuss moral questions
- Listen to, support their friends and manage friendship problems
- Recognise and challenge stereotypes, for example in relation to gender
- Recognise the pressure of unwanted physical contact, and know ways of resisting it.

Pupils will know and understand:

- That the life processes common to humans and other animals include growth and reproduction*
- About the main stages of the human life cycle*
- That safe routines can stop the spread of viruses including HIV
- About the physical changes that take place at puberty, why they happen and how to manage them
- The many relationships in which they are all involved
- Where individual families and groups can find help
- How the media impact on forming attitudes
- About keeping themselves safe when involved with risky activities
- That their actions have consequences and be able to anticipate the results of them
- About different forms of bullying people and the feelings of both bullies and victims
- Why being different can provoke bullying and know why this is unacceptable

- About, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together.

Pupils will have considered:

- The diversity of lifestyles
- Others' points of view, including their parents' or carers
- Why being different can provoke bullying and why this is unacceptable
- When it is appropriate to take a risk and when to say no and seek help
- The diversity of values and customs in the school and in the community
- The need for trust and love in established relationships

Consulting Parents

Materials which will be used in the school's RSE Programme can be seen by parents/carers in school by request to Stacy Airey who is the designated teacher with responsibility for coordinating relationships and sex education.

The school informs parents when aspects of the relationships and sex programme are taught and will provide opportunities for parents to discuss the content of the lessons and to view the videos and resources being used if requested.

Parents have the right to withdraw their children from those aspects of relationships and sex education not included in the National Curriculum Science Orders or Relationship Education - alternative work will be set.

RELATIONSHIPS AND SEX EDUCATION - POLICY AND PRACTICE

- A designated teacher will have overall responsibility for the provision of the programme, for monitoring developments within sex education and for recommending to governors any amendments that they feel necessary and appropriate.
- Parents will receive prior notification of the SRE Programme to enable them to discuss issues with staff or their own children.
- Materials used in the SRE Programme will be available to parents/carers on request.
- The children will be taught in both single and mixed gender groups as appropriate.
- If questions are asked by children outside the SRE Programme, teachers will use discretion in answering them in an appropriate manner and at an appropriate and suitable time.
- Every child - including those with protected characteristics, is entitled to receive SRE.

- It is our intention that all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required.
- The school's SRE Policy is subject to annual review.

Use of visitors

"Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator's and teacher's responsibility to plan the curriculum and lessons."

Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11

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. We will work closely with visitors to ensure that the needs of our pupils are met.

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, but will be supported by a member of staff.
- The school will know whether 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 SRE programme.
- Visitors will be reminded that, whilst contributing to SRE 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.
- The contributions of visitors will be regularly monitored and evaluated.

Child Protection / Confidentiality

Teachers need to be aware that effective relationships and sex education, 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 Head Teacher /Designated Lead in line with the LA procedures for child protection.

A member of staff cannot promise confidentiality if concerns exist. This should be made clear to the children as part of their group agreement.

Monitoring and Evaluation

Monitoring is the responsibility of the head teacher, named governor and teacher with responsibility for relationship and sex education.

The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required.

This policy document will be available to Parents/carers via our website or via requesting a paper copy from the school office.

Pupil Participation

We will involve children in the evaluation and development of their RSE in ways appropriate to their age. We will refer to local/countywide/national data e.g. Health Related Behaviour Survey for our school/district.

We will engage the children in assessment activities to establish their development needs, for example 'Draw and Write' activities

We will ask children to reflect on their learning and set goals for future learning.

Sensitive Issues

Puberty

We will teach about puberty in Years 5 and 6, in accordance with our Curriculum for RSE. Younger children may be aware of puberty and we 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 and Year 6 pupils separately to ensure they receive appropriate information at these age groups.

We will ensure that sensitive arrangements are made for girls who have started menstruating. Whinfield have been part of the Red Box Project which includes the provision of sanitary disposal units and provision of 'emergency' sanitary protection. This project has been replaced now by the period product scheme for schools in England from the government. Therefore, we still provide the same box of emergency sanitary protection for children in our school. Staff will respond in a helpful way without embarrassment.

Sexual Identity and Sexual Orientation

We understand our responsibility to ensure that RSE meets the needs of all 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 language or attitudes, we will challenge these. Incidents of homophobic bullying will be dealt with according to our Anti-Bullying Policy which explicitly refers to homophobic bullying.

Other policies are linked with this policy such as:

- PSHE,
- Anti-bullying
- Safeguarding
- E-safety
- Mental Health and Wellbeing
- HRE

Approved by Governors September 2022
