



Swanmore C.E. (Aided) Primary School

Relationship and Sex Education (RSE) Policy

Background

From September 2020 it is a statutory requirement for schools to have an RSE policy. In establishing its policy the school is required to consult with parents. This document is the School's proposed Policy. As a school we are legally *obliged* to teach Relationships Education, but have *chosen* to teach Sex Education as part of our curriculum.

Context

In Swanmore CE Primary School, RSE is about dispelling myths, reducing fear and anxiety, clarifying understanding and counteracting prejudice. It is important to recognise the power and confusion of informal learning from, for example, television, magazines, newspapers, gossip, 'jokes' and the internet.

Safeguarding

If there are any Safeguarding issues that arise from the implementation of this policy, then they should be dealt with in accordance with the School's Safeguarding policy. Any safeguarding concerns should be referred directly to the School by telephone or in person for the attention of the Designated Safeguarding Lead along with any concerns relating to the Prevent Strategy.

Equality

This policy should be read in conjunction with the School's Equality Policy. The general equality duty requires that, in the exercise of their functions, schools must have due regard to the need to eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010. This school endeavours to advance equality of opportunity and foster good relations for all.

STATEMENT OF INTENT

Our school Christian Values of Honesty, Charity and Respect are central to all we do and offer. Relationship, Sex Education (RSE) lays the foundation for factual knowledge and the more sexually explicit information required by young people in later years. **At this school, like many others, RSE is about encouraging healthy meaningful relationships and teaching the scientific nature of human and animal reproduction.** RSE that starts early in primary school can help protect children and young people from sexual exploitation, unwanted teen pregnancy and abuse by supporting them to learn what is safe and unsafe and how they can get help if they need it.

This policy should be read in conjunction with our policies on Child Protection, Safeguarding, Anti-Buying, E-safety and Equality Policy as well as schemes of work for Science, PSHE and RE.

The policy specifies the school approach to the teaching of relationships and sex. The policy reflects the advice and guidance of many professional bodies including the Diocese, Local Authority and Department for Education. Parents have had the opportunity offer feedback through the consultation process. The policy will be reviewed and approved annually by governors, the headteacher and teaching staff.

Aims of Relationships and Sex Education

Aspects of RSE are taught as an integral part of the school's PSHE provision throughout the primary school from Reception to Year 6. In this way, children are able to develop their ideas, knowledge and skills gradually and appropriately.

The aims of RSE are

1. To raise children's self-esteem and confidence, particularly in their relationships with others, so that they value themselves and others.
2. To help children develop the skills in language, decision making and assertiveness that they will need to participate with confidence in a range of 21st century social settings and current uses of technology.
3. To help children know how and where to gain information and support.
4. To ensure that children understand how humans grow, change, develop and reproduce.
5. For all children to develop confidence in talking, listening and thinking about feelings and relationships;
6. That all children can name parts of their body and describe how their bodies work;
7. For all children can protect themselves and ask for help and support;
8. That all children are prepared for puberty.

Values in Relationships and Sex Education

Relationships and Sex Education at Swanmore Primary School will be taught in the context of our values; Honesty, Charity and Respect. RSE will promote children's self-esteem and emotional well-being, helping them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and others, at home, work and the community. RSE will include the compulsory elements of the Key Stage 1 and 2 Curriculum for Science & Religious Education. It will also reflect the non-statutory frameworks for PSHE, Citizenship and E-Safety.

RSE will be taught using up-to-date and age-appropriate materials approved by the PDL Co-ordinator and the teachers who will use them, in line with this policy. External agencies and professionals will support the programme. Class teachers will deliver the majority of the school programme.

RSE will –

1. Be an integral part of the lifelong learning process, beginning in early childhood and continuing throughout adult life
2. RSE will be taught to all children (although some children may be withdrawn from the Sex Education element), recognising and being sympathetic to children's differing backgrounds, characteristics and circumstances
3. Support the school's commitment to Equal Opportunities
4. Reflect the moral values contained within the school's mission statement, prospectus and relevant policies e.g. the PSHE Policy
5. Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment
6. Be provided within a holistic context of emotional and social development across all settings.

Parents & Carers

A copy of the RSE Policy will be available on the school's website & as a paper copy obtained through the school office. Whilst families are the primary educators for their children in this area, our staff are committed to working with parents and carers as their support and engagement with RSE is integral to the effectiveness of the programme. Parents'/carers' views and concerns about RSE will be sought through communication between school and home. Information evenings will be organised for the parents/carers of children of Key Stage 2 and they will be notified when particular aspects of RSE will be taught. **Parents and carers are given opportunities to view and discuss any sensitive materials with regard to sex and relationships. Parents have the right to withdraw their children from some or all sex education- other than that which is part of the science curriculum. School will plan a replacement curriculum if necessary. Relationships education is a statutory requirement and therefore parents cannot elect to remove their children from this.**

Programme Content

The statutory guidance for what children should know by the end of primary school is as follows:

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| <p>Families and people who care for me</p> | <p>Pupils should know</p> <ul style="list-style-type: none"> • 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 other children's families are also characterised by love and care. |
| | <ul style="list-style-type: none"> • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage¹ 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. |
| <p>Caring friendships</p> | <p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and 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. |
| <p>Respectful relationships</p> | <p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from 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. |

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| | <ul style="list-style-type: none"> about different types of bullying (including cyberbullying), 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 | <p>Pupils should know</p> <ul style="list-style-type: none"> 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 | <p>Pupils should know</p> <ul style="list-style-type: none"> 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 being safe. that each person's body belongs to them, and the differences 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 e.g. family, school and/or other sources. |

Outline of Relationships Education taught through PSHE in Spring Term across KS1 and KS2:

| Spring | | | |
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| Relationships | | | |
| Year | Feelings and emotions | Healthy Relationships | Valuing difference |
| 1 | Recognising feelings in self and others; sharing feelings | Secrets and keeping safe; special people in their lives | Respecting similarities and differences in others; sharing views and ideas |
| 2 | Behaviour; bodies and feelings can be hurt | Listening to others and playing cooperatively; appropriate and inappropriate touch; teasing and bullying | Respecting similarities and differences in others; sharing views and ideas |
| 3 | Recognising feelings in others; responding to how others are feeling | Positive; healthy relationships and friendships; maintaining friendship; actions affect ourselves and others; working collaboratively | Recognising and responding to bullying |
| 4 | Keeping something confidential or secret; when to break a | Acceptable and unacceptable physical contact; solving | Listen and respond effectively to people; share points of view |

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| | confidence; recognise and manage dares | disputes and conflicts amongst peers | |
| 5 | Responding to feelings in others | Actions have consequences of actions; working collaboratively; negotiation and compromise; giving feedback | Listening to others; raise concerns and challenge |
| 6 | Confidentiality and when to break a confidence; managing dares | Different types of relationships; positive and healthy relationships; maintaining relationships; recognising when a relationship is unhealthy (including forced marriage); committed; loving relationships; marriage. Acceptable and unacceptable physical touch; personal boundaries and the right to privacy | Listening to others; raise concerns and challenge. What makes people the same or different; recognising and challenging stereotypes; discrimination and bullying |

Further information and greater depth of coverage for Relationships Education can be located in the documents found in folder "Spring" located on school server T:\AB SUBJECTS\PSHE\PSHE Association PLANNING TOOLKIT

The Sex Education curriculum includes both statutory content (from the science curriculum) and optional content, and is taught in the Summer Term across Y4, Y5 and Y6, as detailed below. Parents have the right to withdraw their children from the Y5 and Y6 material, but not from the Y4 material (as puberty is part of the science curriculum).

| | What will be learnt | How it will be taught |
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| Y4 | There are physical differences between males and females. Physical and emotional changes occur during puberty. Puberty happens so that a baby can be made. | One 15 minute DVD programme. A question box to allow anonymity. Classroom activities such as circle time and worksheets. |
| Y5 | Re-cap over the work covered in Year 4. How a baby develops in the womb during pregnancy and how babies are born. The needs of babies before and after birth. | Two 15 minute DVD programmes. A question box to allow anonymity. Classroom activities such as circle time and worksheets to support understanding. |
| Y6 | Re-cap over the work covered in Years 4 and 5 How babies are made. Puberty issues for girls and boys. | Three 15 minute DVD programmes. Girl Talk DVD for girls and Boy Talk DVD for boys. A question box to allow anonymity. Boys and girls split for questions and answers. Classroom activities such as circle time and worksheets |

The Sex Education curriculum content is explained and covered in the document 7 found in Appendix 2.

Classroom Practice

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting. Teaching will be differentiated and personalised at the starting point to ensure accessibility to all children, including children with SEND. When delivering RSE it should be common practice that:

- No-one (teacher, student or visiting speaker) will have to answer a personal question
- No-one will be forced to take part in a discussion
- When learning about/discussing the body, correct names for body parts will be used
- Sensitivity will be shown towards those of particular faith and Cultural backgrounds
- If a question is too explicit, seems too old for the student, is inappropriate for the whole class or raises concerns about sexual abuse, it should not be answered in front of the whole class. In cases of concern over sexual abuse, the Child Protection procedures will be followed.

Appendix 1 – Related documents

1. Valuing All God’s Children (CofE Education Office, Autumn 2017)
2. Keeping Children Safe in Education (September 2019)
3. PSHE policy
4. DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)
5. PSHE Association Programme of Study Key Stage 1-2 (2017)
6. SEND Code of Practice
7. Overview of Sex Education 2020 (T:\AB SUBJECTS\PSHE\Sex Education)
8. Swanmore Primary Overview for PSHE 2020 (T:\AB SUBJECTS\PSHE\PSHE Association PLANNING TOOLKIT)

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| Date of Policy Issue/Review: | May 2021 |
| Reviewed and approved by Full Governing Body: | 18 th May 2021 |
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