

Relationships & Sex Education Policy

St. Michael's Federation

Lydbury North CofE (A) Primary School

&

Onny C.E. (A) Primary School and Little Pippins Nursery

This policy covers our schools approach to teaching Relationships and Sex Education (RSE) as part of our Personal, Social, Health and Economic (PSHE) curriculum offer. It was produced by Victoria Reynolds, the Executive Headteacher for the Federation and is written using guidance from the following associations or documents:

- PSHE Association
- DfE Guidance for Relationships Education (Primary) – July 2020
- Church of England Guidance – Valuing All God's Children; Relationship and Sex Education Charter; principles for living well together with difference and diversity.

This policy has been created in consultation with teaching staff, governors and parents and should be read in conjunction with our Safeguarding policy, Equalities Policy, Anti-bullying policy and PSHE policy.

Rationale and Ethos

Relationships education became a statutory requirement of Primary Schools from September 2020. At St Michaels' Federation we define Relationships Education as the teaching of:

“fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. (DfE Guidance for Relationships Education (Primary) – July 2020”

As part of our relationships education, we are committed to teaching sex education. We define sex education as educating children about physical, social and emotional aspects of growing up, relationships and reproduction. We are keen to stress that all teaching of sex education is in an age appropriate manner and is in response to children's physical and emotional maturity. Sex Education lessons are non-statutory.

St Michael's Federation has always seen Relationships and Sex Education (RSE) as an important part of children's Personal, Social, Health and Economic Education (PSHE), essential to the care and wellbeing of all children. Parents and carers are regularly consulted. Additionally, when sex education content is going to be delivered, parents are informed and reminded of their statutory right to excuse their children from this element.

We aim to prepare children to cope with the physical and emotional challenges of growing up, as well as giving them an elementary understanding of human reproduction. We see parents and carers as the main educators of children in RSE and our school role is to complement and reinforce children's knowledge and understanding.

Aims

In our school we aim through implicit and explicit learning experiences to:

- ensure that relationship and sex education is integrated into the curriculum
- foster self-esteem and respect for others as the cornerstone of good health education and therefore of good relationship and sex education
- nurture a partnership between caring adults – governors, teachers, ancillary staff and parents – to ensure sensitive support for children and young people as they grow and mature
- ensure children have the ability to accept their own and others' sexuality
- encourage children to enjoy relationships based upon mutual trust and respect, free from any abuse
- generate an atmosphere where questions and discussions on sexual matters can take place without embarrassment
- answer questions that may arise with honesty
- adopt a whole school approach to Relationship and Sex Education.

Teaching and Learning:

Relationships and sex education (RSE) will be taught through a spiral curriculum allowing for the development of knowledge relevant to the age and stage of the learner. Teaching will focus on non-biased, accurate and factual information that is positively inclusive.

Effective teaching of RSE will increase pupils' knowledge of:

- the body, so that they can name parts of the body and describe how their bodies work
- human growth, development and life cycles and prepare them for puberty
- families and parenting
- safety and child protection, including online safety, in order to protect themselves and ask for help and support
- sexual identity
- sexual intercourse and how babies are conceived
- contraception*
- fertility**

*This will be for children in Upper Key stage Two – It won't be explicit teaching but a reference with regards to couples having a choice. The extent of the teaching will include the following: If adults in a respectful, loving and committed relationship decide to have sex they may choose to do this as a way of showing their love but they may not want to have a baby. You can avoid having a baby by the female visiting the doctors and asking for a special pill to take which stops a baby being made or by the man wearing something called a condom over his penis which stops the sperm entering the female.

**We will make a reference to fertility as opposed to explicit teaching. The extent of the teaching will explain that a few people's bodies are made in a way that they are unable to conceive a child (but most people can). If this is the case, doctors will help people to have children through a scientific process in the hospital or they can adopt or foster. This will also link to how people in same sex relationships are able to have families, which will be discussed using similar language and level of delivery.

Teaching of relationship and sex education will enable pupils to:

- improve their self-esteem;
- develop confidence in talking, listening and thinking about feelings and relationships;
- make informed choices and decisions;
- develop personal initiative and be able to take responsibility;
- recognise personal skills and qualities in themselves and others;
- maintain and develop relationships;
- develop self-confidence;
- develop assertiveness in appropriate situations;
- develop the motivation to succeed.

Within the taught curriculum, i.e. the whole school environment, pupils will be given frequent and regular opportunities to focus on feelings and to practise personal and interpersonal skills. RSE is taught by the class teacher and teaching assistant. Class teachers may ask for support with this teaching; and should they wish not to deliver this curriculum the Headteacher or another member of staff would step-in. Occasionally, we may invite visitors who bring in specialist knowledge and different ways of engaging pupils to enhance delivery of these aspects; for example, the school nurse. Any visitors will be checked and briefed on the planned programme to ensure the content is age-appropriate.

Supporting Schemes of Work and Learning Objectives:

We are using PSHE Association Long Term and Medium Term planning to deliver our RSE education as part of our PSHE lessons, including their recommended quality assured resources identified in their planning (a list of these can be made available on request). These lessons will be supported by resources from Shropshire Council's Respect Yourself Programme of Work.

Key Stage One will cover the following as part of their RSE learning:

Key Question:	Topics	In this unit, pupils learn:
What is the same and different about us?	Relationships Ourselves and others; similarities and differences; individuality; our bodies	<ul style="list-style-type: none"> • What they like/dislike and are good at • What makes them special and how everyone has different strengths • How their personal features and qualities are unique to them • How they are similar or different to others, and what they have in common • To use the correct names for the main parts of the body, including external genitalia; and that parts of the bodies covered with underwear are private
Who is special to us?	Relationships Ourselves and others; people who care for us; groups we belong to; families	<ul style="list-style-type: none"> • Understand that family is one of the groups they belong to, as well as, for example, school, friends, clubs. • Know about the different people in their family / those that love and care for them; and what their family members, or people that are special to them, do to make them feel loved and cared for • Understand how families are all different but share common features – what is the same and different about them; and know about different features of family life, including what families do / enjoy together. • Know that it is important to tell someone (such as their teacher) if • something about their family makes them feel unhappy or worried.
What makes a good friend?	Relationships Friendship; feeling lonely; managing	<ul style="list-style-type: none"> • Knowing how to make friends with others and how people behave when they are being friendly and what makes a good friend. • Identify how to recognise when they feel lonely and what they could do about it.

	arguments	<ul style="list-style-type: none"> Knowing how to resolve arguments that can occur in friendships. Knowing how to ask for help if a friendship is making them unhappy
What is bullying?	Relationships Behaviour; bullying; words and actions; respect for others	<ul style="list-style-type: none"> Understanding how words and actions can affect how people feel. Identifying how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe. Understanding why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable and how to respond if this happens in different situations. Knowing how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so.

Lower Key Stage Two (Years 3 & 4) will cover the following as part of their RSE learning:

Key Question:	Topics	In this unit, pupils learn:
How can we be a good friend?	Relationships Friendship; making positive friendships, managing loneliness, dealing with arguments	<ul style="list-style-type: none"> How friendships support wellbeing and the importance of seeking support if feeling lonely or excluded and how to recognise if others are feeling lonely and excluded and strategies to include them how to build good friendships, including identifying qualities that contribute to positive friendships that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support
What are families like?	Relationships Families, family life; caring for one another	<ul style="list-style-type: none"> how families differ from another (including not every family has the same family structure e.g. single parent families, same sex parents, step-parents, blended families, foster and adoptive parents) how common features of family life often include shared experiences e.g. celebrations, special days or holidays how people within families should care for each other and the different ways they demonstrate this how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe
How do we treat each other with respect?	Relationships Respect for self and others; courteous behaviour; safety; human rights	<ul style="list-style-type: none"> how people's behaviour affects themselves and others including online. That everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return about the relationship between rights and responsibilities. The rights that children have and why it is important to protect these. About the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt) how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns
How will we grow and change?	Health and Well-being Growing and changing: puberty	<ul style="list-style-type: none"> about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams how puberty can affect emotions and feelings how personal hygiene routines change during puberty how to ask for advice and support about growing and changing and puberty

Upper Key Stage Two (years 5 and 6) will cover the following as part of their RSE curriculum:

Key Question:	Topics	In this unit, pupils learn:
What makes up our identity?	Health and Well-being	<ul style="list-style-type: none"> • How to recognise and respect similarities and differences between people and what they have in common with others • That there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) • How individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) • About stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others and how to challenge stereotypes and assumptions about others
What will change as we become more independent? How do friendships change as we grow?	Relationships Different relationships, changing and growing, adulthood, independence, moving to secondary school	<ul style="list-style-type: none"> • that people have different kinds of relationships in their lives, including romantic or intimate relationships. That people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another. • that adults can choose to be part of a committed relationship or not, including marriage or civil partnership. That marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime. • how puberty relates to growing from childhood to adulthood • about the reproductive organs and process - how babies are conceived and born and how they need to be cared for • that there are ways to prevent a baby being made • That there are many different ways to create a family including adoption, fostering and that some people need help from doctors and a scientific process to create a baby. • how growing up and becoming more independent comes with increased opportunities and responsibilities • how friendships may change as they grow and how to manage this • how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing

Our relationships education will have cross-curricular links to RE. As part of our RE work, we will learn about the marriage ceremonies in different faiths and the concept of making life-long vows.

Confidentiality

Wherever possible, teachers will make clear to pupils where the boundaries of confidentiality lie before pupils make personal disclosures. Teachers will not encourage pupils to disclose information 'in confidence' that they may have to pass on at a later stage.

There is no general legal duty for teachers to disclose personal information given by a pupil to anyone else – senior managers, colleagues, parents/carers, police etc. However, teachers are contractually bound to disclose information regarding the abuse of children and young people to their designated child protection member of staff and/or Social Services.

The following will help to establish clear boundaries for confidentiality between pupils and teachers:

- reassuring pupils that their best interests will be maintained
- encouraging pupils to talk to their parents or carers and giving them support to do so
- ensuring that pupils know that teachers cannot offer unconditional confidentiality
- reassuring them that if confidentiality has to be broken, they will be informed first and then supported as appropriate
- if there is any possibility of abuse, following the school's child protection policy/procedure
- making sure that pupils are informed of sources of confidential help, for example, the school nurse, counsellor, GP or local young person's advice service
- using ground rules in lessons

Sexuality:

RSE will include discussion of sexuality in a sensitive manner and will include positive representations of LGBT (Lesbian, Gay, Bisexual and Transgender) people. Discussion of relationships will not be solely about heterosexual relationships and the word 'partner' can be used, rather than assuming all girls have or want boyfriends and all boys have and want girlfriends. It is seen as important to encourage tolerance and understanding and not demean or encourage prejudice against people whose sexuality is not shared by the majority. Challenging sexism and homophobia is part of our school's approach to equal opportunities and is part of the Church of England's policy – Valuing all God's Children.

Answering difficult questions

Sometimes a child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly, and can be addressed individually later. The federation believes that individual teachers must use their skill and discretion in these situations and refer to the Headteacher if they are concerned. Teachers will always answer questions factually and honestly. When needed, teachers may discuss with parents, their child's questions and our answers to ensure parents are fully informed of these discussions.

Parents and Carers

Parents and carers will be fully informed about this policy and consulted when it is due for review. Copies of this policy are available on the school website.

We value and respect the learning that occurs in the community and in the home believing that these, alongside school links, are essential dimensions of relationship and sex education. We see it is important to inform and involve parents whenever possible about the RSE programme. Prior to the sex education element of RSE being taught in upper key stage two, we invite parents to a meeting to view the resources and discuss the content of the lessons.

Parents and carers have the right to excuse their child from receiving the sex education element of RSE (these objectives have been typed in green in the teaching and learning section above). We would ask parents and carers to come and discuss their concerns before any formal request is made. In such cases, either written or oral requests will be recorded and, for those sessions, the child will be removed to join another class with other work to complete. The teaching of the Health, Relationships and Science Curriculum is statutory. Children may not be withdrawn from the topics of 'Life Processes and Living Things' or 'The Main Stages of Human Life'.

Assessment, Recording and Reporting

Educational outcomes described in the teaching and learning section above provides a framework for the assessment of pupils' personal, social and emotional development. Teachers are also able to use these outcomes to inform the development of the programme. There is no 'pass or fail' within this area of the curriculum. Instead, pupils have the opportunity to reflect on their learning and personal experiences and to set personal goals and agree strategies to reach them. This process of assessment has a positive impact on pupils' self-awareness and self-esteem.

Equal Opportunities

We believe that all children have the right to a full Personal, Social, Health and Citizenship curriculum, including that of RSE regardless of race, gender, religion and ability. The RSE scheme is taught alongside the PSHE (Personal, Social, Health and Economic education) SEL (Social Emotional Literacy) schemes of work where relationships work is a key area of learning. The scheme meets the requirements of the Equality Act. St Michael's Federation will not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics), reasonable adjustments will be made to ensure that no groups are disadvantaged. The scheme will be adjusted to meet the needs of the pupils in our care and any current issues. All issues, including those surrounding LGBT, will be taught with sensitivity and be age appropriate in approach and content.

Health and Safety

RSE is an integral part of our PSHE curriculum and complies fully with our Health and Safety Policy. It also enhances our commitment to the Healthy Schools initiative. Menstruation is discussed in Years 3 and 4 in order to prepare the girls and inform the boys. Emergency sanitary products, along with disposal systems, are available.

Role of the Governing Body

As well as fulfilling their legal obligations, the Governing Board will make sure that:

- all pupils make progress in achieving the expected educational outcomes
- the subjects are well led, effectively managed and well planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in ways that are accessible to all pupils with SEND
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn/excused from the sex education element of RSE lessons.

In addition:

- The Lead Governors for Humanities will monitor the implementation of the policy and scheme of work and will consult with parents and carers when the policy is due for review.
- Foundation Governors have wider responsibilities in relation to maintaining and developing the religious ethos of St Michael's Federation.

Policy Review



Growing to be the best that we can be for God, Ourselves and Each Other
Thessalonians 5:11: Therefore encourage one another and build one another up, just as you are doing.

This policy will be reviewed every two years.