

NORTH ROAD PRIMARY SCHOOL

Relationship and Sex Education Policy



Introduction

North Road Primary School considers that Sex and Relationships Education (RSE) is an integral part of the Personal, Social and Health Education (PSHE) curriculum, and is linked to that for Science. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity. This policy reflects the requirements of The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, making Relationships Education compulsory for all pupils receiving primary education.

Aims

The following aims compliment those of the Science curriculum in KS1 and KS2.

- To have the confidence and self-esteem to value themselves and others
- To understand about the range of relationships, including the importance of family for the care and support of children
- To develop confidence in talking, listening and thinking about feelings and relationships
- To be able to name parts of the body and describe how their bodies work
- To be prepared for puberty
- To understand the consequences of their actions and behave responsibly within relationships
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support
- To understand the role the media plays in forming attitudes
- To understand how safe routines can reduce the spread of viruses

Objectives

As part of RSE, pupils will be taught about the nature and importance of a secure family life for bringing up children. They also need to understand that there are strong and mutually supportive relationships outside of marriage. We try to ensure that no stigma is placed on children based on their home circumstances. We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. We hope to prevent and remove prejudice. RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We will work towards this aim in partnership with parents/carers.

Teaching and Learning including delivery of the Curriculum

We teach RSE through different aspects of the curriculum and carry out the main RSE teaching in our PSHE curriculum.

The scheme of work for RSE at North Road Primary School (See Appendix A) maps out a progression of lessons/units for each year group which returns to themes as children move through the school.

For example: Family and Relationships:

Reception: Family Networks

Yr 1/Yr 2: Family and Everybody Needs to be Cared for

Yr 3/Yr 4: Family Differences and Changing Relationships

Yr 5/Yr 6: Building Good Relationships and Being a Good Parent (See appendix A for further details).

We also teach RSE through other subject areas (e.g. Science, PE and R.E.), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with R.E. children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

Science Curriculum

Early Years Foundation Stage children learn about life cycles. Through on-going personal, social and emotional development they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 children learn:

- That animals including humans, move, feed, grow and use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can reproduce offspring and these grow into adults
- To recognise similarities and differences between themselves and others
- To treat others with sensitivity

In Key Stage 2 children learn:

- That the life processes common to humans and other animals including nutrition, growth and reproduction
- About the main stages of the human life cycle

In Years 5/6 we place a particular emphasis on RSE, as many children experience puberty at this age. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. We encourage the children to ask for help if they need it and there are opportunities for single sex question sessions. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach these with due regard for the emotional development of the children (as stated earlier in this policy).

The Role of Parents

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the school's RSE policy.
- Answer any questions that parents may have about the RSE of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school
- Parents have the right to withdraw their children from those aspects of Sex and Relationship education, not included in the Science Curriculum. However this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education
- If parents/carers do request their child be removed from these lessons, then that child will be provided with alternative work, linked with the PSHE and Citizenship programme, and be invited to join another class for that session. A register of any such pupils will be kept and distributed to all teachers involved.

The Role of the Headteacher

It is the responsibility of the Headteacher to:

- Ensure that parents and staff are informed about our RSE policy
- The policy is implemented effectively.
- Ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- Monitor this policy on a regular basis and reports to governors on the effectiveness of the policy.

The Role of the School and Other Members of the Community

The school liaises with external agencies regarding the school RSE programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable

support with our sex education programme. Health professionals are expected to work within the school's RSE policy and on the instructions of the Headteacher.

Content

(See RSE scheme of works for further details appendix A)

Health Education including, personal safety, hygiene, physical and sexual development, growth and change, puberty, human reproduction, pregnancy and childbirth and child development and parenting.

Personal and social development, including relationships with family and friends, self-esteem, emotional development, gender roles and stereotyping.

Language

Children should be introduced, at appropriate stages, to the correct terminology in their programme of sex education. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will be used at all times for teaching.

Pupils' Questions

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions.

Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

If the teacher decides to discuss the matter on an individual basis, a record must be kept of that discussion.

Harassment and bullying

Pupils come from a variety of backgrounds and all are entitled to learn in a supportive environment, free from fear. The use of inappropriate or disrespectful name calling is unacceptable and will be dealt with as any other form of harassment, through the school behaviour and discipline procedures. An understanding of human difference, including sexuality, is an important aspect of education and will be addressed as appropriate through the curriculum.

Visiting speakers

Any visiting speakers to the school should be familiar with the Policy on Sex and Relationships Education. All sessions run by a visiting speaker should also be attended by a teacher familiar with the policy.

Advising Parents/Carers

Parents/Carers will be advised (by text/email) about forthcoming sex education lessons. Further details of the lessons will be provided to parents upon request and they will be invited to view any materials before the lesson.

Confidentiality

Teachers conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances, the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection, or the Headteacher.

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, then pupils are informed first and then supported by the designated teacher throughout the whole process.

Special Needs

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated programme will be provided where necessary, to ensure that all pupils gain a full understanding.

Equal Opportunities

RSE will be given to ensure quality of access for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

Monitoring and Evaluation

This policy and scheme of work will be regularly reviewed and any feedback from teachers, parents/carers and pupils will be considered.

Complaints Procedure

Any concerns regarding the Relationship and Sex programme should be made through the school's complaints procedure and in the first instance be directed to the Headteacher.

Resources

Copies of the DVD can be borrowed from the PSHE Leader, Mrs Cathy Johnson. Any queries regarding resources should be directed to the PSHE Leader.

Copies of this policy will be provided for teachers, parents/carers will be informed of its availability upon request.

Further Policies

In conjunction with this policy, please also see:

- Behaviour policy and procedures
- Safeguarding policy
- Anti-bullying policy and procedures
- Confidentiality procedures
- R.E.
- P.S.H.E.

Appendix A Scheme of work outline

We use a wide range of resources including a wide range of picture books by authors such as Babette Cole and Anthony Browne. Materials include DVDs taken from Channel 4's Living and Growing Series:

- Year 4: Unit 1 programme 1 "Differences"
 Unit 1 programme 3 "Growing up"
- Year 5/6: Unit 1 programme 2 "How did I get here?"
 Unit 2 programme 2 "Changes"
 Unit 3 programme 1 "Girl talk"
 Unit 3 programme 2 "Boys talk"
- Year 6: Unit 2 programme 2 "How babies are made"

In the Early Years Foundation Stage children cover the topics of: Myself and Others, Hygiene, Families and Body Awareness in their everyday learning.

RSE Year 1

Myself and others: Recognise similarities and differences between themselves and their peers.

Body Parts: Recognise and name, using the proper terminology for parts of the body and what those parts do.

Family: To have identified their special people and be able to describe what makes them special.

Friendships: Demonstrate some skills needed to make and maintain friendships.

Choices: Recognise that some choices will be wrong and other choices will be right.

RSE Year 2

Boys & Girls: Understand and respect differences and similarities between boys and girls.

Male and Female: Describe some differences between male and female animals. Understand that making a new life needs a male and a female.

Naming body parts: Describe the differences between males and females and to name body parts.

Everybody Needs Caring For: Identify ways to show care towards each other. Understand that we all have different needs and need different types of care.

Looking after the body: Describe and carry out basic hygiene. Know what to take responsibility for and when to ask for help.

RSE Year 3

Self Esteem: To see oneself as special, to recognise strengths, abilities and personal characteristics.

Challenging Gender Stereotypes: Recognise and challenge gender stereotypes. Understand that males and females can do (as well as enjoy) the same tasks and things.

Males and Females: Identify and name male and female body parts using agreed words.

Family differences: Recognise that families can be different and to challenge stereotypes about families.

Decision Making: Recognise that choices require decisions.

Safety: To demonstrate basic techniques to resist pressure. To know who they can go to for support and help.

RSE Year 4

Growing and Changing: Understand the human life cycle and how the body changes.

Body Changes and Reproduction: Identify some basic facts about puberty, reproduction and pregnancy.

What Is Puberty? Learn about the physical changes associated with puberty. Know that each person experiences puberty differently.

Feeling, Thinking and Doing: Learn strategies to deal with feelings in the context of relationships.

Assertiveness: Practise being assertive in different situations/ scenarios.

Your Questions Answered: To answer questions about puberty and growing up with confidence and seek help when needed.

RSE Year 5/6

Talking About Puberty: Explain and explore the main physical and emotional changes that happen during puberty:

Becoming Men and Women: Recognise and challenge gender stereotypes particularly from the media.

Puberty and Hygiene: Explore the impact of puberty on the body and the importance of physical hygiene. Explore ways to get support during puberty.

Menstruation: Explain and ask questions about menstruation.

Building Good Relationships: Explain the similarities and differences between friendships and intimate relationships including marriage.

Relationships and Reproduction: Consider reproduction in the context of relationships. Explain how babies are made.

Date adopted by FGB: March 2022

Signed: Chair of Governors

Date:

Review date: March 2024