



Pauntley C of E Primary School

Relationship and Sex Education Policy

School Mission Statement Stepping out boldly with God

'Jesus said, follow me.' Matthew 9.9

Pauntley is an inclusive and caring school of choice. We are child-focussed, with core values to enable us all to follow Jesus's example and so flourish and contribute to the local community and the world God loves.

Relationship and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships and health. Teaching RSE throughout the school we aim to safeguard our children, empower them with key knowledge and skills to help keep them safe and prepare them for adult life. They will learn about attitudes and values, personal and social skills and will develop a better knowledge and understanding within this ever changing world.

In line with the DfE 2019 Guidance, the focus of RSE will be on teaching the fundamental building blocks and characteristics of positive, healthy, respectful relationships, with particular reference to friendships, family relationships, peer and other adult relationships, including online. This will sit alongside the essential understanding of how to be healthy both physically and mentally.

Research has shown that a comprehensive RSE curriculum can help young people to feel more positive about themselves and to understand what a healthy relationship looks like, as well as delay the age at which they become sexually active. Children who feel good about themselves are more knowledgeable and confident, therefore more likely to have healthy, safe and fulfilling relationships.

Statutory Requirements

The Relationships Education, RSE and Health Educations (England) Regulations 2019 have made Relationship Education compulsory in all primary schools from September 2020. Sex Education is not compulsory in primary schools however, puberty is covered in the Relationship and Health Education content and the Department of Education (DfE) continues to recommend that all primary schools should have a sexual education programme tailored to the age and physical and emotional maturity of their children. In addition, the National Curriculum for science state schools must teach main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. We link this work in science to our PHSE and RSE curriculum around healthy relationships and respond to children's questions in an age appropriate way. However, if a parent wishes to withdraw their child from sex education beyond the national curriculum for science, we uphold that right and would welcome a discussion around any concerns.

Inclusion and Support

The law states that every child should have access to Relationship and Health Education that is relevant to their particular needs; to achieve this we will take account of:

Ethnic and cultural diversity. There are many different faith and cultural perspectives on aspects of RSE, as a school we will deliver RSE in a factual, non-judgmental way ensuring that staff do not promote one faith or culture over another, but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance. We will use a range of materials and resources that reflect our cultural diversity and encourage inclusiveness.

Varying home backgrounds

We recognise that our children come from a variety of family situations and home backgrounds, therefore we shall endeavour to prevent stigmatisation of children based on their home circumstances.

Sexuality

Some of our children will go on to define themselves as lesbian, gay, bi-sexual, transgender or questioning (LGBTQ). Children may also have LGBTQ family members or friends. Our approach to RSE will be sensitive, honest and have a balanced consideration of sexuality and we shall actively tackle homophobic or sexist bullying.

Children with Special Educational Needs

The school will endeavour to meet the needs of all the children, this may mean through sensitive teaching tailored to the child to ensure that children with additional needs are properly included in the teaching of RSE. This may mean additional lessons, smaller group work and adaptation of resources to enable access and inclusion. Parents may need to be consulted individually especially if the child has a very low mental or emotional age. Confidentiality teachers conduct RSE lessons in a sensitive manner and in confidence, however if a child makes reference to being involved, or likely to be involved in sexual activity, or indicates that they may have been a victim of abuse or grooming, this will be dealt with in line with our Safeguarding Children Policy.

Whole School Approach

Staff

All staff are involved in the school's provision for RSE; as well as delivering the curriculum, everyone plays an important pastoral role by offering support to the children. As a school we provide our staff with support, advice and training around issues involving RSE. And their pastoral role.

Governors

Our Governors have a responsibility for school policies and they are also consulted about the provision around RSE.

Parents

Parents have the opportunity to view any material before it is shown to the children, and we welcome parents/carers to come and chat to us about any area they may be concerned about. However, under the new statutory guidance, parents/carers cannot withdraw their children from Relationships Education, they may only withdraw from sex education **beyond** the national curriculum for science. We would recommend parents first talk it through with their child and class teacher, as we believe in building a positive and supporting relationship with parents and school through mutual understanding, trust and co-operation.

Children

Children have an entitlement to RSE and pastoral support appropriate to their age and circumstance. They will be consulted about RSE needs and their views will be central to developing provision, which may include inviting speakers or outside agencies in to contribute to the RSE lessons matched to the children's needs.

RSE in the curriculum

The Head Teacher and Designated Safeguarding Leader are responsible for the effective delivery of the RSE curriculum, which is embedded within the broader PSHE, Citizenship and Science curricula. We follow the GHLL (Gloucestershire Healthy Living and Learning) Primary RSE scheme of work, which is a graduated, age appropriate programme. There are four key lessons in each year group, from EYFS to Year 5 and five lessons in Year 6. Some further elements of RSE are taught through other areas of the PSHE programme and some through science. The four key lessons in each year group are delivered as a discrete unit within our wider PSHE curriculum.

Where appropriate these may be taught in single sex groups.

EYFS Objectives:

- Understand areas where children can take responsibility for themselves
- To know the adults who are responsible for looking after them
- Recognise personal needs and when to ask for help
- Show consideration for living things
- Value their body, physical achievements and capabilities
- Describe their own appearance including body parts (nose, arm, knee etc.)

- To understand basic hygiene and routines

Key Stage 1 Objectives:

- Recognise objects that are living and non-living
- Recognise differences between males and females
- Name external body parts incl. scientific names for sexual parts (breast, penis etc.)
- Value their own body and recognise uniqueness and its capabilities
- Know that humans produce babies and children grow into adults
- Understand how children have changed physically since they were born
- Consider their responsibilities and compare these with when they were younger
- Learn basic information about how the body works and how to look after it
- Know how to keep themselves clean

Lower Key Stage 2 Objectives:

- Understand a life-cycle and why it's necessary to reproduce
- Name external body parts incl. scientific names for sexual parts (testicles, vagina etc.)
- Understand physical differences between males and females
- Understand physical change that will happen as they grow (puberty and adolescence)
- Consider ways they have changed since birth and what may happen in the future
- Consider responsibilities that parents have for babies
- Consider their responsibilities and how these have changed as they have grown
- Investigate perceptions of being 'grown up'
- Understand there are different types of love
- Know the benefits of personal hygiene routines

Upper Key Stage 2:

- Know and understand physical changes that take place at puberty and how to manage them
- Consider new aspects of personal hygiene relevant to puberty
- Understand different rates of changes within personal growth
- Know about the facts of the human life-cycle, including sexual intercourse
- Understand what contraception is
- Recognise changing emotions with friends/family and be able to express their feelings and concerns
- Consider the need for trust and love in relationships

Within RSE children will develop confidence in talking, listening and thinking about relationships and sex. To achieve this a number of teaching strategies will be used, including:

- Establishing ground rules for the whole group (confidence, respect etc)
- Using distancing techniques (not asking personal questions about one another, if needed use an anonymous case study)
- Provide 'question box' during planned sessions to allow the child to ask questions indirectly and give the teacher time to answer factually and if necessary privately to just that child
- Using discussion and appropriate materials (soap, sanitary products etc)
- Encourage reflection

This content has been agreed in consultation with governors, parents and teaching staff and outside agencies. RSE is taught to enable children to make healthy informed choices by increasing knowledge and challenging attitudes, widening understanding and believing that health education is a vital part of the personal and social education of every child. It is therefore sometimes appropriate to involve visitors from outside agencies, not to undertake the above, but to support it.

Answering difficult questions

As with any topic children will ask questions during RSE to further their understanding. Due to the sensitive nature of the topic staff will employ strategies to ensure that questions are asked and answered in an appropriate way. Through the use of ground rules at the start of each session children will be reminded that personal questions are not appropriate. This is where the Question Box is invaluable, the child writes a question down and puts it in the box, if a child asks an explicit or difficult question, the staff will use their

professional judgement in deciding the best way to answer it. This may be through individual work or discussion with the child. If the member of staff is concerned, they can refer it to the Designated Safeguarding Officer who may discuss it with the parents or follow other appropriate procedures. Sometimes children ask questions about issues that are not part of the planned programme, this may show that the taught session are not meeting their needs. This will be fed back to the coordinator as part of the evaluation and monitoring process.

Support available for our children

The school takes its role in the promotion of well-being seriously, staff endeavour to make themselves approachable and to provide caring, sensitive support for children in a variety of ways. Staff may be approached for help on an individual basis, offering a listening ear and, where appropriate, information and advice. In addition we have a full time pastoral leader who is available at any time of the school day to support emotional health and wellbeing needs. Where appropriate children can be referred to the school nurse or other agencies such as the new mental health team, (soon to be based in schools)

Confidentiality and Child Protection

Everyone involved with RSE will be clear about the boundaries of their legal and professional roles and responsibilities. Staff cannot offer or guarantee unconditional confidentiality. Staff will be aware that effective RSE, which brings an understanding of what is and is not acceptable, can lead to disclosure of a child protection issue. Everyone involved in RSE will be alert to signs of abuse and report concerns or suspicion to the safeguarding lead as outlined in the safeguarding policy.

There may be rare occasions when a child who is sexually active or contemplating sexual activity directly approaches a member of staff. Due to the age of the children this situation would raise immediate child protection concerns and would need to be handled sensitively. The safeguarding lead would be informed and relevant procedures followed.

Resources

Books, leaflets and extracts from TV clips/DVDs

SEAL Pack – DfE Cambridge

PSHE SCHEME of work Channel 4 Living and Growing DVD(Unit 1, 2 & 3)

Unit 1 (5-7yrs) Differences / How did I get Here? / Growing up

Unit 2 (7-9 yrs) Changes / How babies are made / How babies are born

Unit 3 (9-11yrs) Girl talk / Boy talk / Let's talk about sex

Available from 4 Learning, PO Box 400 Wetherby LS23 7LG Tel 08701 246444

Links with other policies (These policies can be obtained from school)

This policy is linked with the following policies:

PSHE

Attendance

Equality

SEN Policy

Safeguarding Children

Confidentiality

SEMH

Anti-Bullying & Hate Crime

Science

PE

RE

Teaching & Learning

Monitoring and Evaluation

Monitoring is the responsibility of the SLT. The school will assess the effectiveness of the aims, content and methods in promoting children's learning by lesson observation, feedback from staff, parents and children.

This policy will be updated annually to meet the ever changing demands on Health and Wellbeing affecting our children.