



Policy for Relationships and Sex Education

"I am able to do all things through Him who strengthens me" Phillippians 4:13

Reviewed: May 2022

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Relationships and Sex Education Policy

Our Vision

Using our Christian values as the golden thread in all we do, we believe that children have the right to Learn, Enjoy, Grow, developing spiritually and having awe-inspiring learning experiences. Our children learn within a culture of acceptance, build resilience and flourish in unique ways in God and his world.

The sower and the soils parable – Matthew 13

Introduction

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools."

(Secretary of State Forward, RSE and Health Education Statutory Guidance, DFE 2019)

Legal Requirements

The Relationships Education, RSE and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools from September 2020.

Sex Education is not compulsory in primary schools. However the DfE continues to recommend that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of the pupils in the transition phase before moving to KS3. The science national curriculum in key stage 1 and 2 includes teaching about the main external body parts and changes to the human body as it grows from birth to old age, including puberty.

All primary pupils must also be taught Health Education.

All schools are also required in law to meet the Equality Act 2010.

Definitions

1. Relationships Education is the programme of work that forms part of the basic curriculum. It covers all types of relationships including online, peer to peer, family and carer relationships. It also covers respect for others and staying safe.

2. Sex Education is a programme of work that covers how a baby is made in the context of a stable, loving relationship. The children learn about how a baby is conceived, develops in the womb and how a baby is born.

3. Health Education is a programme of teaching about puberty, physical health and fitness, healthy eating, mental wellbeing, drugs, alcohol and tobacco.

4. The Science curriculum is the national programme of study for primary aged pupils. It explores reproduction in the context of life cycles of animals and plants and explores the changes as humans develop from a baby to old age (see National Curriculum for Science).

Christian Context

Effective Relationships and Sex Education (RSE) can make a significant contribution to the development of the personal skills needed by pupils needed to help them establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and wellbeing.

Sensitivity and respect should be shown to all children when teaching about personal relationships and sex education. RSE should be taught in a way that ensures there is no stigmatisation of children based on their home/personal circumstances.

Sex education must be an integral part of the personal, social and health education curriculum in all Church Schools. Each school must teach within a framework of Christian values and the Christian understanding that sex is a gift of God as part of creation. Whilst schools may use sex education to inform children about sexual issues, each must do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions.

Our RSE teaching and learning is set within a context that is consistent with the school's Christian ethos and values:

- It is to be based on inclusive Christian principles and values, emphasising respect, compassion, loving care and forgiveness.
- It is to be taught in the light of the belief in the absolute worth of all people and the unconditional infinite love of God.
- RSE should be sensitive to the circumstances of all children and be mindful of the variety of expressions of family life in our culture, yet it should also uphold the Christian values regarding relationships and marriage as recognised by the Church of England (i.e. Marriage is a gift of God in creation and encompasses consent, public witness, permanence and lifelong fidelity)
- Issues regarding human sexuality should be addressed sensitively
- The exploration of reproduction and sexual behaviour within the Science curriculum should stand alongside the exploration of relationships, values and morals and Christian belief.

Whilst children are given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, this is exercised within an understanding of the right of people to hold their own views within a framework of respect for others.

Aims and Objectives

The aims of relationship and sex education at Teynham CE Primary School are:

- To ensure Sex and Relationships Education is part of a child's broad, balanced curriculum, integral to the basic curriculum of the school and part of the child's all-round development.
- To enable pupils to understand the qualities of healthy relationships based on Christian principles, including respect and kindness towards both others and themselves.
- Create a positive culture around issues of sexuality and relationship.
- To learn to take responsibility for one's actions in all situations.
- To prepare children for healthy relationships in an online world.
- To understand how to stay safe, know the importance of boundaries and how to report abuse or feelings of being unsafe.
- Help pupils develop a positive and secure personal identity, a sense of their own value and feelings of confidence and empathy.
- To ensure that all understand the importance of respecting others and accepting those who differ, yet challenging those behaviours and attitudes which exploit others.
- To know how to 'love your neighbour' even when we might disagree.

Delivery of the Curriculum

Relationships, Sex and Health Education at Teynham will be taught by class teachers using the 'Jigsaw' PSHE resources. Teachers will also incorporate additional lessons as appropriate, based on any specific needs of the class as they arise. On occasions, external visitors, e.g. 'Lovewise' or 'The NSPCC' will also contribute to the coverage of curriculum objectives.

A summary of the RSE content covered by Jigsaw in each year group is set out in Appendix 1.

A summary of the key objectives of the statutory Relationships Education curriculum is set out in Appendix 2.

Cross curricular links

All curriculum areas make a contribution to RSE. Some subjects make a clear contribution, such as Science, which contributes significantly to a pupil's knowledge and understanding of their own body and how it is changing and developing. A number of objectives are also covered through ICT, through teaching on online relationships and safety.

Other subjects make a less obvious, but important, contribution, such as:

- Literacy - discussion of specific relationships and moral dilemmas;
- R.E. - discussion of family and marriage;
- History and Geography - discussion of wider social issues;
- Art and Music - discussion of feelings and emotions within relationships.

Whole school collective worship sessions and termly values also support children's understanding of objectives from the relationships education curriculum.

Differentiation, Equal Opportunities and Special Educational Needs

We will ensure that our teaching and materials are appropriate to the pupils whilst making it accessible to those with SEND. We are aware that while some pupils (both those with SEND and those without) may have a fairly broad knowledge of issues, there are those with little knowledge at all. Teachers will be sensitive to this and lessons planned to take account of the pupils' age, experience and maturity.

RSE will be delivered in line with the school's equal opportunities policy within an atmosphere of mutual respect. Resources selected to support the programme

will be free from cultural bias wherever possible and will avoid gender stereotyping. RSE will be available to all pupils regardless of gender, culture or disability.

Targeted interventions and strategies will be put in place for children who are identified as experiencing particular difficulties linked to forming and maintaining healthy relationships.

Confidentiality, Answering Difficult Questions and Sensitive Issues

Teachers conduct RSE lessons in a sensitive manner and with consideration for the need for confidentiality. But should issues of disclosure regarding inappropriate sexual behaviour/ activity arise, then the teacher will take the matter seriously and deal with it as a matter of child protection including any issues surrounding Prevent and Online Safety. In such cases, procedures as laid down in the Child Protection Policy will be followed.

Our school's Relationship and Sex Education programme will provide opportunities for children to 'talk honestly and openly'. At the same time, we have to respect the pace of children's maturation. We feel that some topics are best postponed until the secondary school years. In some cases, a question or request for advice may indicate the pupil to be at risk or in danger, in which case appropriate action will be taken in accordance with the school's written policy and procedure for Child Protection. This also means that if a pupil puts a private question to a teacher or other member of staff and requests secrecy, no promise of secrecy or confidentiality will be given, but with the reassurance that any steps taken will always be in the pupil's best interest.

Parents and Sex & Relationships Education

We appreciate the sensitivity and concerns some parents may feel towards RSE and therefore encourage parents to come and speak with the class teacher or headteacher if they have any concerns. We believe that for the children to achieve the desired objectives, a positive and united relationship must continue to exist between home and school and we would encourage discussion about this area of the curriculum at home.

In promoting this objective we:

- Inform parents/carers about the school's RSE policy and practice;

- Answer any questions that parents/carers may have about RSE of their child;
- Take seriously any issues that parents/carers raise with teachers or governors about this policy or the arrangements for RSE in the school;
- Inform parents/ carers about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents/carers give to children at home.

Parents/carers have the right to withdraw their children from sex education. Parents / carers who wish to withdraw their children from this aspect of RSE should discuss this with the Headteacher.

There is no right to withdraw from Science, Relationships or Health Education (which includes the teaching about puberty) at primary school, but we would encourage parents to discuss any concerns they have with either the class teacher or headteacher.

Monitoring and Evaluation

The PSHE subject leader will monitor delivery of RSE through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Evaluation will be based on:

- Pupil and teacher evaluation of the content and learning processes
- Monitoring of Jigsaw Journals
- Staff meetings to review and share ideas
- Discussions with parents where appropriate

Appendix 1

Jigsaw specific RSE content for each year group

| Year Group | Content |
|-------------------|--|
| Year R | Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene. |
| Year 1 | Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles - animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles, vulva); respecting my body and understand which parts are private. |
| Year 2 | Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us); trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing independence; assertiveness; differences in female and male bodies (correct terminology: penis, vagina, testicles, vulva); which parts of my body are private and why this is. |
| Year 3 | Seeing things from others' perspectives; Families and their differences; family conflict and how to manage it (child-centred); witnessing bullying and how to solve it; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; being aware of how my choices affect others; awareness of how other children have different lives; expressing appreciation for family and friends; how babies grow; understanding a baby's needs; family stereotypes. |
| Year 4 | Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; showing appreciation to people and animals; being unique; confidence in change; differences between female and male bodies (correct terminology: penis, vagina, testicles, vulva); external body changes (taken from Jigsaw, Year 3), accepting change; changing emotions. |

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|--------|---|
| Year 5 | <p>Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; self-recognition and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; SMARRT internet safety rules; Self and body image; influence of online and media on body image;</p> <p>coping with change puberty for girls; puberty for boys (taught as part of statutory health education and Science).</p> |
| Year 6 | <p>Children's universal rights; feeling welcome and valued; choices, consequences and rewards; group dynamics; democracy, having a voice; anti-social behaviour; role-modelling; perceptions of normality; understanding disability; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology use; selfimage, body image; puberty and feelings (taught as part of statutory health education);</p> <p>conception to birth; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends.</p> |

Appendix 2

A summary of the key objectives of the statutory Relationships Education curriculum is set out below. The following objectives should be covered by the end of Primary school.

Families and people who care for me

Children should know:

- 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.
- 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 marriage 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.

Caring friendships

Pupils should know:

- 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.

Respectful relationships**Pupils should know:**

- 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.
- 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**Pupils should know:**

- 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

Pupils should know:

- 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.

(RSE and Health Education Statutory Guidance, DFE 2019)