Relationships and sex education policy

Reviewed By	Louise Buchanan Jacqui Latham
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Presented to the Governing Body	LGB
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Contents

1. Aims

The aims of relationships and sex education (RSE) at Youth Challenge Primary are to:

> Provide a framework in which sensitive discussions can take place

> Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene

> Help pupils develop feelings of self-respect, confidence and empathy

> Create a positive culture around issues of sexuality and relationships

> Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a primary AP school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

Under guidance of KCSiE 2021

At Youth Challenge Primary we teach RSE as set out in this policy, our focus is on relationship education due to the nature of the 2 day placement and being dual registered with a mainstream school.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to contribute their thoughts.
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. We work closely with our mainstream schools and support their work as much as possible in delivering RSE topics...

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, the needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum, at Youth Challenge this is included in our mentoring topics and individual mentoring plans where deemed necessary.

We will focus on the relationship education and our pupils will receive their stand-alone sex education sessions in their mainstream schools delivered by a trained health professional.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

> Families and people who care for me

> Caring friendships

> Respectful relationships

> Online relationships

> Being safe

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy, and hold the Academy Lead to account for its implementation.

7.2 The Academy Lead

The Academy Lead is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

> Delivering RSE in a sensitive way

> Modelling positive attitudes to RSE

> Monitoring progress

> Responding to the needs of individual pupils

> Responding appropriately to pupils whose parents wish them to be withdrawn from the components of RSE

> Work with the mainstream schools and families in responding to individual children's relationship needs.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Academy Lead.

Mrs Latham, Mrs Rudge, Mr Allen will deliver the RSE curriculum set out.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education as stand-alone sex education sessions are delivered in their mainstream schools delivered by a trained health professional.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Academy Lead will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by L Buchanan through:

- planning scrutinies,
- learning walks,
- classroom drop ins
- pupil voice

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by J Latham annually. At every review, the policy will be approved by the Governing board and L Buchanan.

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3/4/5/6	Autumn	<u>Safer relationships</u> • 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.	Twinkl PowerPoint on Emotions. Qualities in a friend work sheet Smartest giant in town - Julia Donaldson. Short video on mental health https://www.youtube.com/watch?v=nCrjevx3-Js Social circle sheet

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Spring	<u>Emotional Intelligence</u> • 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 • How important friendships are in making us feel happy and secure, and how people choose and make friends	PowerPoint on emotions. The colour Monster by Anna Llenas emotional thesaurus Different emotional music Play power point on different music which represent different emotions Inside out film My bag of worries book Ruby's worry Jelly had a wobble

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		• 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	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Summer 1	<u>Keeping safe</u> • How to identify hazards at home and in school • How to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen. • About fire safety in the home including the need for smoke alarms. • The importance of following safety rules from parent, carer and other adult. • How to keep themselves safe in the local environment or unfamiliar place, including road, rail, water and firework safety.	https://www.think.gov.uk/resource/expect-the-unexpected/ Stop, look, listen PowerPoint https://www.think.gov.uk/resource/take-the-lead-game/ https://play.kahoot.it/#/k/e297ae0a-44ef-434d-9d65-178f274fe27f Take the lead PowerPoint 'Colour me bright' work sheet https://brightkidz.co.uk/blog/science-week-make-your-own-high-vis-tags https://www.think.gov.uk/resource/be-bright-be-seen-game/ Road safety - Hazard spotting PowerPoint Spotting home hazards game - https://www.essex-fire.gov.uk/homesafety/ http://www.switchedonkids.org.uk/

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Summer 2	**Growing and Changing** • How choices made in daily life can effect health. • Identify healthy and unhealthy choices • What can help people make healthy choices and what might negatively influence them • How habits can be maintained, changed or stopped. • The positive and negative effects of habits, such as regular exercise or eating too much sugar on a healthy lifestyle. • What is meant by a healthy balanced diet including what foods should be eaten regularly or just occasionally. • That regular exercise has positive benefits for their mental health and physical well-being. • About things that affect their feelings both positively and negatively.	Change4life Food Scanner app Class visit to local supermarket
Every term Years 3 To 6	As the children are only with us for a short period of time this will be taught once a term	• Online relationships: "that people sometimes behave differently online, including by pretending to be someone they are not" The internet can encourage people to behave differently – sometimes in ways that can be hurtful or challenging. We should be able to spot when this is affecting our mood and do something about it – like talk to different people, or take a break.	Be internet Legends Digital well being Parentzone National online safety content and lesson materials

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Every term Years 3-6	Mentors will respond to individual	Individual mentoring sessions - Mentors will respond to individual needs through well planned and responsive 1:1 mentoring sessions, plans are held centrally and samples are available	

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• 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	• 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	• 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	• 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

TOPIC	PUPILS SHOULD KNOW
Being safe	• 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