

Relationships & Sex Education Policy 2021

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| Policy Owner: | Miss R Willmouth/Miss N Harding |
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1. Rationale

From September 2020, the teaching of Relationships Education will be compulsory in all primary schools in England. In addition to this, the teaching of Sex Education will have a much higher profile, where topics will progress steadily through KS1 and KS2. These topics will be embedded through both the Science and PSHE programmes of study. At Castle Hill Primary School, both KS1 and KS2 will follow the 'Jigsaw' planning which is in line with these changes.

2. Aims & Objectives

All staff at Castle Hill Primary school will “ensure children are taught about safeguarding, including online... covering relevant issues through Relationships Education and Relationships and Sex Education...through Personal, Social, Health and Economic (PSHE) education. The Government has made regulations which will make the subjects of Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) mandatory from September 2020.” (**‘Keeping Children Safe in Education’, 2019**).

As a team, we recognise that children have the right to:

- Express and share feelings, emotions, ideas and opinions (**UNCRC: Article 12**)
- Be assertive, make judgements and make their own choices (**UNCRC: Article 12**)
- Be shown how to respect and care for their own bodies (**UNCRC: Article 24**)
- Be understood, loved and cared for (**UNCRC: Article 8**)
- Feel safe at home, school and in the community (**UNCRC: Article 24**)

Our Relationships and Sex Education (RSE) programme at Castle Hill reflects the school's ethos, empowering our children to be aware and to keep themselves and others safe, so that they can aim for excellence in all areas of their development. This policy is a working document, written to provide guidance on the teaching of RSE for staff, governors and parents at Castle Hill. The policy will be reviewed by PSHE leaders termly throughout the first year, to highlight and adapt any areas which need developing. Teachers will also be asked to reflect and review their practice throughout the first year of the new

programme. The Senior Leadership Team and Governors will review the policy at the end of the academic year 2020-2021.

3. Content

RSE will be taught through both the Science and PSHE curriculums in both KS1 and KS2. The below table shows the progression of skills and topics which will be covered throughout both key stages.

| | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|--|--|--|--|--|---|
| Being Me in my World | Children can explain and give examples of how their class is safe and happy. | Children can explain how their behaviour choices can impact other children in their class. Children can compare choices to their friends and why some choices may be better than others. | Children can explain how their behaviour choices can affect others. Children can explain why we have rules in our class and how they help everyone to learn. Children can recognise what it feels like to be valued. | Children can explain why listening to and being listened to by others is important in a school community. Children understand how being democratic can make themselves and others feel valued. | Children can compare their lives with those of others in their country and explain why we have laws, rights and responsibilities in our country. Children can explain how actions of others can impact other people and give examples from the wider school community. | Children can explain how choices they make can affect people close to them and globally. Children can empathise with people in their local and global community. |
| Celebrating Difference | Children can describe some things that are different and special about themselves. Children understand what bullying means and how it might feel. | Children understand that sometimes people may be bullied because of their differences and how this can be based on stereotypes. Children can identify how it feels to have and to be a friend and that it's okay to be different to their friends. | Children can identify different conflicts which can happen in family and friendships. Children can explain how unkind words can be hurtful when in a conflict. Children can explain how being in a conflict makes them feel and how they could solve the conflict. | Children can explain how a first impression of someone can change and give examples of their own experiences. Children recognise that bullying can sometimes be hard to spot and what to do if they notice it. Children know why it is important to accept themselves and others as they are. | Children can identify signs of direct and indirect bullying and suggest strategies for both themselves and others to use. Children can explain how racism and discrimination is unkind. Children can articulate how they feel about discriminatory behaviour. | Children understand that difference in people can be a source of conflict and of celebration. Children empathise with people who have experienced this both locally and globally. |
| Dreams and Goals | Children can explain how it feels to be successful and how to positively celebrate successes. Children know why it's important to remember positive feelings. | Children can identify how they have contributed when working in a group and how different people's skills can complement each other. Children can comment on how they feel when collaborating. | Children can identify different ways that they can learn and areas they need to improve. Children are confident when sharing successes and understand why they should remember successes. | Children can plan and set new goals, even after disappointment. Children can explain and give examples of times when they have been resilient and had a positive attitude. | Children can compare their hopes and dreams to others from a different culture. They can reflect on the hopes and dreams of others from different cultures. | Children can explain how different ways of working together can make the world a better place. Children can describe what motivates them to make the world a better place. |
| Healthy Me | Children can explain why their bodies are amazing and identify some ways to keep it healthy. Children can explain how being healthy can make them happy. | Children can explain how different foods and medicines can help their bodies and other choices may be dangerous. Children can compare choices made by others and comment on how their choices make them feel. | Children can identify things, people and places to keep themselves safe from and strategies/ people they can go to if they feel they are unsafe. Children can express what feeling anxious/ upset and unwell feels like. | Children can recognise how people may put them under pressure and ways to resist that pressure. Children can identify feelings associated with peer pressure. | Children can explain the roles different foods and substances can play in people's lives. Children understand that some people may have eating disorders, relating to body image. Children can explain that smoking and drinking alcohol can be detrimental to health. | Children can identify when substances such as alcohol are being mistreated and used anti socially. They can explain the impact this might have on others' lives. Children can identify ways to manage stress and pressures. |
| Relationships | Children can identify that they have different relationships and describe how these relationships make them feel and how they make them feel safe. Children can describe behaviours in other people that they like and those that they don't like. | Children can identify what might make people feel uncomfortable in a relationship. Children can compare this to relationships which make them feel safe. Children can consider ways to solve problems in their relationships. | Children can identify positive influences in their lives and from other countries. Children can explain how their choices might affect their families, friendships and even people they don't know. | Children can recognise how people are feeling when they miss a special person or animal. Children can identify strategies to use when they miss a special person or animal. | Children summarise how they respect their bodies. Children compare different types of friendships and how they make them feel. Children can explain how to keep themselves safe in different relationships, including online. They can consider risks and pressures they may face with online relationships. | Children can recognise when other people are showing signs of grief and also when they are trying to gain power. Children recognise the feelings they might experience when they lose someone close to them and identify ways they or others could tackle these feelings. |
| Changing Me | Children can describe some changes which have happened to their bodies since they were born. Children recognise that some areas of their bodies are private. Children can identify how some changes to their bodies might make others feel. | Children can express that some types of contact might make them feel uncomfortable and what they should do in this situation. Children can describe what they like and don't like about being a boy or girl and getting older. Children should recognise that others might feel differently to them. | Children can identify changes in their and other people's bodies over time. Children can express how they feel about their bodies changing. | Children recognise that boys' and girls' bodies are different and that all bodies change over time. Children may comment on some of the changes that have happened to their bodies but understand that these are personal things that can be shared with trusted adults. Children can identify some future changes that they do and don't have control over and comment on their feelings. | Children understand the changes that happen to both boys' and girls' bodies during puberty and explain using correct terminology for body parts. Children can clearly articulate how they feel about these changes. | Children can explain how pregnancy happens through conception, to nine months of pregnancy to how the baby is born. Children can articulate feelings which may be associated with this. |

Science Curriculum:

Year 5 and 6 should be taught to:

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age.
- Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals (non-statutory).

- Pupils should draw a timeline to indicate stages in the growth and development of humans (non-statutory).
- They should learn about the changes experienced in puberty (non-statutory)
- Pupils should use correct terminology of body parts and reproductive organs (non-statutory)

4. Equal Opportunities

Our school is committed to the provision of RSE to all its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds, all the while promoting the fundamental British Values.

5. Specific Issues within RSE

Withdrawal:

Previously, parents and carers had the right to withdraw their children from all or part of the Relationship and Sex Education programme which was taught at Primary school level. However, from September 2020, parents and carers can only request the right to withdraw their child from Sex Education where the topics discussed progress further than the KS2 Science curriculum objectives. The KS2 Science objectives, which have been outlined above, are statutory, therefore children cannot be withdrawn from these lessons. Relationships Education is also statutory and cannot be withdrawn from.

Those parents wishing to exercise their right to withdraw from any Sex Education topics which they feel progress further than the KS2 Science objectives, are invited in to discuss with the Head teacher and make it clear which aspect of the programme they do not wish their child to participate in. The Head teacher will consider each case carefully and make an informed decision accordingly.

Disclosures and Safeguarding:

Effective teaching of RSE may bring about disclosures of child protection issues and staff should always follow the agreed procedures for reporting their concerns. Castle Hill's Safeguarding policy outlines the procedures which all staff should follow. If a parent or carer has a concern or a disclosure has been made by a child at home regarding the topics discussed in RSE lessons, the parent or carer should contact the child's class teacher and/ or a Designated Safeguarding Leader (DSL). More advice can be found in the Safeguarding Policy.

Confidentiality:

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Child Protection Procedures must be followed when any disclosure about abuse is made. More advice is outlined in the Safeguarding policy.

A girls' and boys' forum will run weekly in years 5 and 6 during the terms where Sex Education is taught. Children in younger years who may need extra support with sensitive issues, such as early onset of puberty or changes to family relationships, can speak to their teachers at any time. Parents and carers are invited to make appointments with class teachers if there is a specific issue they feel their child may need more support with.

Sexual identity and sexual orientation:



The new programme of study for RSE highlights the importance of recognising different relationship styles, such as LGBTQ+. Teachers will deal factually and sensitively with sexual orientation, answer appropriate questions and offer support **where topics have arisen from child lead discussions**. **There is no direct promotion of sexual orientation.** The school will deal with homophobic bullying in accordance to the Anti-Bullying policy.