

Morton Primary School Primary Relationships and Sex Education (RSE) Policy

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Why We Teach Relationships and Sex Education.

This policy is in line with current regulations from the Department of Education (DfE) on Relationships Education, Relationships and Sex Education (RSE) and Health Education (Feb 2019). Relationships Education and Health Education are taught in this school as statutory subjects. Elements of sex education, though non-statutory, are also part of our PSHE programme of work. In this policy we will refer to Relationships Education and Sex Education as combined subjects, as any learning about the physical and sexual aspects of growing up is taught in the context of positive, healthy relationships.

Relationships and Sex Education make a significant contribution to the school's legal duties to

- prepare pupils for the opportunities, responsibilities and experiences of adult life, and
- promote the spiritual, moral, social cultural mental and physical development of pupils.

Relationships and Sex Education is defined by the PSHE Association as 'learning about the emotional, social and physical aspects of growing up, relationships, human reproduction, human sexuality and sexual health'. This content is delivered in an age appropriate way in our school with regard to the age and stage of pupils.

The aim of Relationships and Sex Education in our school is to equip children and young people with the information, skills and values they need to have safe, fulfilling and enjoyable relationships and take responsibility for their health and wellbeing. We recognise the central importance of relationships in supporting children and young people's mental health and wellbeing, academic achievement and future success. We aim to help our children understand and strive to build healthy respectful relationships, focussing on family and friendships, in all contexts, including online. Our programme also aims to support pupils in their personal development with regard to attributes such as kindness, integrity, generosity and honesty. These approaches support our wider work of building resilience in our pupils.

In this school we deliver age appropriate RSE as an integrated part of our PSHE programme. We recognise the prevalence of information and attitudes about relationships and sex that children and young people are exposed to, and aim to provide an environment where they can receive reliable information about their bodies, and feel comfortable to ask questions, rather than turn to inappropriate sources. We take a rights based approach to relationships and sex education.

We focus on attitudes, values and skills as well as knowledge and understanding. This will include developing self-esteem, the skills to manage relationships and, most importantly, keep themselves safe in all their relationships.

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about relationships and sex, are more likely to be discerning in their relationships and sexual behaviours and to have fulfilling relationships.

As a school we recognise the impact of social media, the media and the digital world on our children and young people. We aim to deliver an RSE programme that recognises and addresses this to ensure that pupils know how to keep themselves and their personal information safe.

What our RSE Curriculum Includes

The DfE recognises 5 elements to Relationships Education. These are:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

In Key Stage 1 (age 5-7) children will learn about recognising naming and managing their emotions; what makes them special; what makes a good friend; how to be kind to others; what's special about them and their families; how families are different; lifecycles; about changes and how they have changed since babyhood; how boys and girls bodies are different; the correct names for sexual body parts; that some parts of their body are private; how to ask for help if they are worried or concerned.

In Lower Key Stage 2 (age 7-9) pupils learn about change in friendships, relationships and families; how to be a good friend online and offline; managing conflict in friendships; how and why their bodies are changing; staying safe online; about gender stereotypes and their impact; about feelings and how to cope with them; that a male and a female are needed to make a baby; what a baby needs, about privacy, boundaries and secrets and who to talk to if they feel anxious or unhappy.

In Upper Key Stage 2 (age 9-11) pupils learn about the important relationships in life; about how to show love to others; the different kinds of families and partnerships; about marriage and stable loving relationships and their importance for having babies and bringing up children; how to recognise healthy and unhealthy relationships; the different types of bullying, why they are unacceptable and how to respond; the physical and emotional changes in puberty, including menstruation, and how to cope with them; how babies are conceived, how they develop and are born; the impact of social media on self-esteem, body image, health and safety and ways to manage this.

Some elements of sex education are statutory. Learning about ‘the changing adolescent body’ is part of statutory Health Education. Children will learn key facts about puberty including physical and emotional changes, about menstruation and the key facts about the life cycle.

National Curriculum Science is also statutory. This includes:

Key Stage 1

- Identify, name, draw and label the basic parts of the body and say which sense the part of the body is associated with each sense
- That animals, including humans, have offspring that grow into adults

Key Stage 2

- Describe the differences in the life cycle of a mammal, an amphibian and insect and a bird
- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

Equality

This school delivers RSE with regards to the Equality Act 2010 and observance of the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership and sexual orientation. We recognise that children have varying needs regarding RSE depending on their circumstances and background. Our school believes that all people should have access to RSE that is relevant to their particular needs. To achieve this, the school’s approach to RSE will take account of the following:

- Girls tend to have a greater access to RSE than boys through the media and at home. We will consider the particular needs of boys, as well as girls, and use approaches that will actively engage them. We shall also be proactive in combating sexism, misogyny, sexualised behaviour and sexist bullying. We will foster healthy and respectful peer-to-peer communication and behaviour between boys and girls.
- Some pupils may have learning, emotional or behavioural difficulties, or special educational needs or disabilities (SEND) that result in particular RSE needs, which we will support. It may also mean that they have difficulty accessing the RSE curriculum. We will ensure that RSE is accessible to all pupils through high quality teaching that is differentiated and personalised. We will also be mindful of preparing for adulthood outcomes as set out in the SEND code of practice when teaching these subjects to those with SEND.
- Different ethnic cultural and religious groups may have different attitudes and beliefs with regard to RSE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for and

understanding of the views of different ethnic, cultural and religious groups in line with safeguarding and schools statutory duty to keep pupils safe and deliver certain elements of the statutory RSE curriculum.

- Some of our pupils will go on to define themselves as Lesbian, Gay, Bisexual or Trans (LGBT). Some pupils may have LGBT parents/carers, brothers or sisters, other family members and/or friends. All our pupils will meet and work with LGBT people both now and in the future. Our approach to RSE will reflect this and teaching will be sensitive and age appropriate both in content and approach. This content will be integrated into the programme rather than as a stand-alone lesson or unit. If it arises, we will actively tackle homophobic bullying.
- We recognise that our pupils come from a variety of family situations and home backgrounds. We will take care to ensure that there is no stigmatisation of children based on their home circumstances and deliver the curriculum sensitively and inclusively.

How RSE Will be Provided

1. Through our caring ethos that models and supports positive relationships between all members of the school community.
2. Within the taught, age-appropriate, spiral RSE programme within Personal Social and Health Economic (PSHE).
3. Within Science as stipulated by the National Curriculum.
4. Through other curriculum areas for example, drama.
5. Through assemblies.
6. Through pastoral support.
7. By the provision of appropriate leaflets and other information sources.
8. Via targeted intervention, where appropriate, with vulnerable individuals.
9. In response to particular incidents that could arise within school.

Teaching Methods, Resources, Training and Monitoring

All the following elements of teaching methods, resources, training and monitoring are essential elements in providing quality RSE.

A Safe Learning Environment

In order for PSHE or RSE to be conducted safely the following will be in place:

- Ground rules that have been agreed in PSHE will be followed in RSE
- No one in the classroom will be expected to answer a personal question.
- Distancing techniques such as the use of scenarios, will be used to help to keep pupils safe. There will be no need for anyone to discuss their own personal issues.
- Confidentiality will be clearly explained. Pupils will understand how disclosures will be handled.
- Pupils will be expected to engage and listen during lessons, however it is accepted that sometimes it is inappropriate for them to be expected to take part in the discussion.
- In most cases, the correct names for body parts will be used.

- The meanings of words will be explained in a sensible and factual way.
- Care will be taken not to use materials or approaches that may trigger trauma or distress. Pupils at risk will be identified and arrangements made for them to access the learning in a comfortable way.
- Signposting to sources of support when dealing with sensitive issues

Teaching and Learning Methods

Teaching and learning best practice will be applied. Active learning methods that support participation and encourage reflection will be used including group work, talking, negotiation and using thinking skills

Asking and Answering Questions

Teachers will attempt to answer a pupil's questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use their skill and discretion in these situations, and if necessary, refer to the PSHE coordinator for advice and/or support.

Teachers will apply the following principles:

1. Clear guidance will be established about what is appropriate and inappropriate in a whole class setting, ground rules will help to achieve this.
2. If a pupil's question is inappropriate to address before the whole class, the teacher will acknowledge the question and attend to it later, on an individual basis.
3. Teachers will set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which encourages thoughtful participation.
4. **If a teacher is concerned that a pupil is at risk in any way, including sexual abuse or exploitation, the usual safeguarding procedures will be followed.**

Groupings

RSE takes place within mixed gender classes or single gender groups as deemed appropriate and relevant with the pupils' usual teacher. There may be times when choosing particular mixes of genders may be useful. It is important to note that although separated genders may occasionally have different activities, the messages and information they receive will be consistent. It is important that genders learn about each other's changes. It is also important to note that at times, friendship groupings may be the safest way for pupils to discuss an issue. It will be left to the teacher's discretion to make these decisions.

Visitors

A visitor can enrich, but not replace, the RSE curriculum. Care is taken to ensure that the visitor's contribution fits with our planned programme of work and policy, and that the content is age appropriate and accessible for the pupils. It is particularly

useful when visitors have expertise and/or provide a service to pupils. Please see the External Contributors Policy for the best practice in this context.

Resources

Teaching resources will be selected on the basis of their appropriateness to pupils and their impact. Care will be taken not to use materials or have discussions that could be 'instructional' e.g. regarding self-harm.

Continuity, Progression and Assessment

Our school has the same high standards of the quality of pupils learning in RSE as in other curriculum areas. RSE will be delivered through a sequenced planned programme of work. Continuity and progression will be generated through the adoption of a whole school approach to the planning and delivery of outcomes covering knowledge, skills and understanding developed in response to the needs assessment of pupils existing knowledge, experience and understanding.

Pupils' existing knowledge needs to be the starting point for all RSE work. Needs assessment will be built into some lesson planning as each group may have different knowledge, experience and understanding. Baseline, formative and summative assessments will contribute to the effective delivery of RSE.

The elements of RSE that form part of the science curriculum are assessed in accordance with the requirements of the national curriculum. Learning from other elements of RSE is assessed as part of the PSHE provision.

Parental Engagement in RSE

We recognise the prime role of parents and carers in the development of their child's understanding about relationships and sex. We work in active partnership with parents/carers in the development and review of RSE. The school will ensure that parents/carers are: made aware of the school's approach and rationale for RSE through the policy; involved in the review of the RSE policy; made aware of the school's PSHE curriculum; and encourage them to support what their child is learning at home through shared learning activities, if appropriate..

Parents/carers **have a legal right to withdraw** their children from dedicated **sex education lessons delivered outside the science curriculum**. They **do not have a right to withdraw** their children from those **aspects of RSE that are taught in national curriculum Science, Relationships Education or Health Education**.

If a parent or carer has any concerns about the RSE provision, we will take time to address their concerns and allay any fears they may have. If parents or carers decide to withdraw their child, we shall work with them and their child to explore possible alternative provision. In the event of a request to withdraw, we will document this process and ensure a record is kept.

Personnel and Training

The PSHE coordinator is regularly trained and updated in this fast moving subject area. They are responsible for RSE.

RSE is delivered by class teachers. To ensure quality delivery of RSE, the staff who deliver RSE have appropriate and regular training to keep them updated too. The school is committed to ensuring that everyone involved with teaching, or supporting the teaching of RSE, receives appropriate and ongoing professional development in order to maintain a whole school consistency and high standards for the children in our care.

All new staff will receive a copy of the RSE policy.

Monitoring and Evaluation

The programme is regularly evaluated by the PSHE coordinator. This takes place through a variety of methods, including learning walks, discussions with and feedback from teachers, and pupil feedback. The views of the pupils and teachers who deliver the programme, will be used to make changes and improvements to the programme on an ongoing basis. The needs assessment is built into the lessons and will also inform any changes to the curriculum.

PSHE staff receive the same teaching and learning monitoring and support as other subjects. The PSHE coordinator receives time in order to carry out this process.

Consultation, Policy Development and Review

In order for everyone to be consulted effectively, it may be necessary to ensure that governors and parents receive awareness training and/or information about RSE on occasions.

This policy document was produced in consultation with

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This policy has been approved by governors.

This document is freely available to the entire school community.

It will be reviewed on an annual basis.

Policy Links

PSHE

Drugs Education

Safeguarding

Confidentiality

Science