

Relationships Education, Relationships and Sex Education (RSE) and Health EducationPolicy

The DfE has recently published its guidelines for **Relationships and Sex Education** ready for the subject becoming compulsory from September 2020

Primary schools will be required to teach **Relationships Education** but **sex education is not required** to be taught until pupils reach secondary school. If primary schools decide to teach sex education they **must**consult with parents and they **must** make clear that parents have the right to withdraw their children.

Schools are required to have a policy and guidelines which must be agreed by the governing body, published on the school website and kept under review.

*“Sex and Relationships Education is lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life; stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.” (DFE July 2000)*

Ofsted state that: “Lack of high-quality, age appropriate sex and relationships education in more than a third of schools is a concern as it may leave children and young people vulnerable to inappropriate sexual behaviours and sexual exploitation. This is because they have not been taught the appropriate language or developed the confidence to describe unwanted behaviours or know where to go for help.” (2013)

Our children learn about sex and relationships from the very youngest age, even if we don't talk with them. Some of the things they learn are incorrect, confusing and frightening. In a world where sex is used to sell things from food to fast cars, and celebrities' lives become everyone's business, we should talk to our children to help them make sense of it all.

As well as this, in the UK we have the highest rates of teenage pregnancy in Western Europe. We also have high rates of sexually transmitted infections (STIs). Effective SRE does not encourage early sexual experimentation - but it does enable young people to mature, to build up their confidence and self-esteem and to understand the reasons for delaying sexual activity until they are ready.

It helps children to understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it.

Parents and carers are the key people for their child's learning about sex and relationships and schools should always work in partnership with home. Parents and carers need to know that the school's SRE programme will complement their role and support them in the education of their child regarding sex and relationships. Urmston Primary School will ensure that parents’ and carers’ views are heard and that taught SRE is culturally appropriate and inclusive of all of our children.

**AIMS AND OBJECTIVES**

**We aim to provide a curriculum which is balanced and broadly based and which: Promotes spiritual, moral, cultural, mental and physical development of pupils. We want a curriculum that prepares our pupils for the opportunities, responsibilities and experiences that happen in later life. We hope to promote the core values of respect, love and care and this fit implicitly on with our school values of respect, responsibility, resilience, kindness, happiness and pride.**

There are three main elements to our SRE programme:

* Gaining knowledge and understanding
* Developing positive attitudes and values
* Extending personal and social skills

At Urmston Primary School, we have a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate.

The objectives of Sex and Relationships Education at Urmston Primary School are:

* To enable our pupils to make responsible, informed and healthy decisions about their lives, both now and in the future.
* To teach our pupils to respect themselves and others so they can move confidently from childhood through to adolescence and into adulthood.
* To provide a supportive learning environment in which pupils can develop their feelings of self-worth and confidence, especially in relationship to others.

**Sex and Relationships Education in the context of the National Curriculum:**

**Legal Requirements**

Urmston Primary School has a statutory duty to teach the following as part of the National Curriculum Science Orders.



**EYFS Science**

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

**Key Stage 1 Science**

Through work in science, children learn about the life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and Citizenship, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

**Key Stage 1 will include:**

* Notice that animals, including humans, have offspring which grow into adults.
* The main external parts of the body (a letter will go home in the form of the Year 2 overview to inform parents of this happening).
* Recognising differences between themselves.

This is covered by:

* EYFS – The body and lifecycles, growing.
* Year 1 – The body, lifecycles
* Year 2 – lifecycles, ageing, growing, the body.

**Key Stage 2 Science**

In science, children build on their knowledge of life cycles and learn about the basic biology of human reproduction. In RE and Citizenship, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people’s emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

**Key Stage 2 will include:**

* 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.
* Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

This is covered by:

Year 3– The body and lifecycles

Year 4 – The body

Year 5 – Growth, lifecycles and ageing

Year 6 - Reproduction

**Parents do not have the right to withdraw their child/children from these above aspects of the Science curriculum. Sex and relationship topics can arise incidentally in other subjects and it is not always possible to withdraw pupils from these relatively limited and often unplanned discussions.**

**Relationship Education at Urmston Primary School**

Urmston Primary School aims to teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The content will be age appropriate and developmentally appropriate. It will be taught sensitively and inclusively, with respect to the backgrounds, circumstances and beliefs of all pupils.

Planning is on a two year rolling programme and is grouped within the key stages. Year 1 and 2, Year 3 and 4 and Year 5 and 6. The relationship part of the planning is completely separate for each year group due to the age of the children.

Through PSHE lessons, Mental Wellbeing Weeks, Diversity Week, British Values Week, other SMSC days, school values and assemblies, pupils will be taught about what a relationship is, what friendship is, what family means, the diversity of families and who the people are who can support them. Pupils will be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact

Teaching about relationships will be complemented by development of personal attributes e.g. integrity, generosity, and honesty. Respect for others will be taught in an age-appropriate way, in terms of understanding one’s own and others’ boundaries in play, in negotiations about space, toys, books, resources. This is also shown by the progression of skills throughout the PSHE skills.

Teachers will talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. The principles of positive relationships also apply online and teachers should address online safety and appropriate behaviour

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances and recognise that families of many forms provide a nurturing environment for children. It is expected that many different types of relationships will be discussed, including Lesbian, Gay, Bisexual and Transgender (LGBT) relationships. Teachers will be fully aware of the needs of their children and will be approached in an age-appropriate manner. “The religious beliefs and backgrounds of all pupils will be taken into account when teaching, so that the topics that are included are appropriately handled.” (Relationships Education, Relationships and Sex Education and Health Education, DfE, February 2019) Care needs to be taken to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

Relationships Education will create an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing. Through Relationships Education schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse.

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| --- | --- | --- | --- | --- | --- |
|  | Autumn 1 | Autumn 2We will have Anti- bullying week this half term | SpringWe will have Diversity week this half term | Summer 1We will think about British Values this half term | Summer 2 |
| Year 1 | What are my roles and responsibilities(living in the wider world) | What is a good friend and how can I be one? (Relationships and their mental health and emotional wellbeing). | Growing and caring (Health and wellbeing relationships) | Is money important (living in the wider world – economic wellbeing) | Is it ok to feel this way (Health and mental wellbeing – emotional) |
| Year 2 | What are my roles and responsibilities(living in the wider world) | What is a good friend and how can I be one? (Relationships and their mental health and emotional wellbeing). | Growing and caring for ourselves (Health and wellbeing relationships) | Is money important (living in the wider world – economic wellbeing) | Is it ok to feel this way (Health and mental wellbeing – emotional) |
| Year 3 | What are my roles and responsibilities(living in the wider world) | What is a good friend and how can I be one? (Relationships and their mental health and emotional wellbeing). | Growing up and changing (Health and wellbeing relationships) | Is money important (living in the wider world – economic wellbeing) | Is it ok to feel this way (Health and mental wellbeing – emotional) |
| Year 4 | What are my roles and responsibilities(living in the wider world) | What is a good friend and how can I be one? (Relationships and their mental health and emotional wellbeing). | Growing up and changing (Health and wellbeing relationships) | Is money important (living in the wider world – economic wellbeing) | Is it ok to feel this way (Health and mental wellbeing – emotional) |
| Year 5 | What are my roles and responsibilities(living in the wider world) | What is a healthy friendship/relationship? (Relationships and their mental health and emotional wellbeing). | Puberty and relationships (Health and wellbeing relationships) | Is money important?(living in the wider world – economic wellbeing | Is it ok to feel this way (Health and mental wellbeing – emotional) |
| Year 6 | What are my roles and responsibilities(living in the wider world) | What is a healthy friendship/relationship? (Relationships and their mental health and emotional wellbeing).CSE – HEALTHY RELATIONSHIPS/GROOMING/KEEPING SAFE/ONLINE SAFETY | Puberty and relationships (Health and wellbeing relationships) | Is money important?(living in the wider world – economic wellbeing | Is it ok to feel this way (Health and mental wellbeing – emotional) |
| British Values | Democracy and Rule of Law British Values are covered in these topics. | Mutual respect for other peoples beliefs and faiths are covered in these topics | Mutual respect for other peoples beliefs for British Values with be covered through Diversity Week. | Rule of Law British Values are covered in these topics. | Individual Liberty British Values are covered in these topics. |

PSHE Overview of topics taught

Year A

Year B

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Autumn 1 | Autumn 2We will have Anti- bullying week this half term | SpringWe will have Diversity week this half term | Summer 1We will think about British Values this half term | Summer 2 |
| Year 1 | What are my roles and responsibilities(living in the wider world) | How can I keep myself safe?(Relationships) | Growing and caring (Health and wellbeing relationships) | How can I keep myself fit and healthy? (Health and well-being) | What goes into our bodies?(Health and well-being – drug and tobacco education) |
| Year 2 | What are my roles and responsibilities(living in the wider world) | How can I keep myself safe? (Relationships) | Growing and caring for ourselves (Health and wellbeing relationships) | How can I keep myself fit and healthy? (Health and well-being) | What goes into our bodies?(Health and well-being – drug and tobacco education) |
| Year 3 | What is bullying? (Relationships) | How can I keep myself safe? (Health and wellbeing, relationships) | Growing up and changing (Health and wellbeing relationships) | How can I keep myself fit and healthy? (Health and well-being) | What is a drug?(Health and well-being – drug and tobacco education) |
| Year 4 | What is bullying? (Relationships) | How can I keep myself safe? (Health and wellbeing, relationships) | Growing up and changing (Health and wellbeing relationships) | How can I keep myself fit and healthy? (Health and well-being) | What is a drug?(Health and well-being – drug and tobacco education) |
| Year 5 | What are my roles and responsibilities(living in the wider world) | How can I keep myself safe? (Relationships) | Puberty and relationships (Health and wellbeing relationships) | I How can I keep myself fit and healthy? (Health and well-being) | Drugs and Influences (Health and well-being – drug and tobacco education) |
| Year 6 | What are my roles and responsibilities(living in the wider world) | How can I keep myself safe? (Relatio­­nships)CSE – HEALTHY RELATIONSHIPS/GROOMING/KEEPING SAFE/ONLINE SAFETY | Puberty and relationships (Health and wellbeing relationships) | I How can I keep myself fit and healthy? (Health and well-being) | Drugs and Influences (Health and well-being – drug and tobacco education) |
| British Values | Democracy and Rule of Law British Values are covered in these topics.Mutual respect will be covered in Year 3 and 4 during their bullying topic also. | Individual Liberty British Values are covered in these topics. | Mutual respect for other people’s beliefs for British Values with be covered through Diversity Week. | Individual Liberty British Values are covered in these topics. | Individual Liberty and Rule of Law British Values are covered in these topics. |

The anti-bullying topics (linked in blue). Teachers should include that throughout the year the following are covered: cyber bullying, prejudice based bullying, SEN e.g. ability, sexual orientation, sex, race, religion, gender reassignment, disability, family, friendship issues (a lot of this can be covered in our special themed days over Diversity Week). Children should be fully aware of all types of bullying and everyone should be highly aware of how to keep themselves safe. All forms of bullying should refer to the anti – bullying policy and dealt with effectively.

The British Values are linked in Red. These are: Democracy, Rule of Law, Individual Liberty and Tolerance of other people’s beliefs and faith.

Healthy Relationship education is in green.

**Specific SRE lessons**

In Years 3-5, the children will think about ‘The Underwear Rule’. This will be supported by the NSPCC underwear rule resources. All these resources can be found on: <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>

Years 5 and 6 and cover the following themes.

**Year 5:**

***‘Changes’***

These sessions cover understanding the physical changes that take place during puberty, why they happen and how to manage them.

**Year 6:**

***‘How Babies are Made’***

***‘How Babies are Born’***

These sessions explain how babies are made within the context of a stable, loving relationship. They show the children how a baby develops in the womb and how a baby is born.

**‘Girl Talk’**

**‘Boy Talk’**

These sessions further explore the physical and emotional changes that take place to both boys and girls during puberty. We need to ensure that children are prepared for physical and emotional changes during puberty. Emphasis will be put on friendships and relationships in previous years.

SRE is taught by the class teacher. A range of teaching methods are which include use of video, discussion and looking at case studies.

Sex and Relationships Education is usually delivered in mixed gender groups. However, there are occasions where single gender groups are more appropriate and relevant.

Resources to teach Sex and Relationships Education include fiction, reference books, leaflets and extracts from videos. We use: **Channel 4 Living and Growing - Units 2 & 3** (Available from Channel 4 Learning)

All year groups take part on lessons on ‘Growing and looking after ourselves’ in the Spring term, these are age appropriate. Year 6 also partake in lessons based on healthy relationships, grooming, keeping safe and online safety. These lessons are from ‘REAL LOVE ROCKS’ by Barnardo’s.

**Consulting Parents**

Materials which will be used in the school’s SRE Programme can be seen by parents in school on request.

The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to discuss the content of the lessons and to view the videos and resources being used.

Primary schools are not required to teach sex education. Parents have the right to withdraw their children from any lessons. Parents have the right to withdraw their children from those aspects of Sex and Relationships Education not included in the National Curriculum Science Orders - alternative work will be set. Work will be focused on the child’s year group objectives.

**SEX AND RELATIONSHIPS EDUCATION - POLICY AND PRACTICE**

* Teachers have overall responsibility for the provision of the programme, for monitoring developments within sex education and for recommending to governors any amendments that she feels necessary and appropriate.
* Parents will receive prior notification of the SRE Programme to enable them to discuss issues with staff or their own children.
* Materials used in the SRE Programme will be available to parents on request.
* Parents may withdraw their children from all or part of the school’s SRE Programme if they wish.
* The SRE Programme will cover aspects of personal hygiene, puberty, menstruation, pregnancy and birth.
* The children will be taught in both single and mixed gender groups as appropriate.
* If questions are asked by children outside the SRE Programme, the designated sex education teacher will use her discretion in answering them in an appropriate manner and at an appropriate and suitable time.
* Every child – including those with protected characteristics (see Equality Policy) is entitled to receive SRE. This will include different types of prejudice- we will promote understanding and respect.
* It is our intention all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required.
* The school’s SRE Policy is subject to annual review.

**Dealing with difficult questions**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible but questions they do not feel comfortable with answering within the classroom or ones which are no age appropriate and beyond the Key Stage 2 objectives may not be answered.

**Use of visitors**

“Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator’s and teacher’s responsibility to plan the curriculum and lessons.”

Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11

When appropriate, visitors such as the school nurse may be involved in the delivery of Sex and Relationships Education, particularly in Key Stage 2.

**Children with special needs**

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of Sex and Relationships Education. The SEND code of practice will be taken into account when the teacher is planning for their class.

**Child Protection / Confidentiality**

Teachers need to be aware that effective Sex and Relationships Education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform the Head Teacher /Designated Child Protection person in line with the LEA procedures for child protection.

A member of staff cannot promise confidentiality if concerns exist.

Teachers and support staff are consulted and advised about the policy.

**Monitoring and Evaluation**

Monitoring is the responsibility of the head teacher, named governor and teacher with responsibility for Sex and Relationships Education.

The effectiveness of the SRE programme will be evaluated by assessing children’s learning and implementing change if required.

We will ensure that the unit of work is effective and worthwhile.

This policy document will be available to parents via our website or via requesting a paper copy from the school office.

All staff will have an annual staff meeting to ensure they know the expectations and how to be supported.

**Links with other policies**

This policy is linked with the following policies:

Equality, Child Protection, Behaviour, Anti Bullying, Safe-guarding, PSHE, SRE policy guidance, Science, SEND, Computing, Mental wellbeing.

***Lead Teacher: Simon Parker, Charlene Tuckey***

***Governor: Derek Brown (Chair of Governors)***

***Date: February 2019***

***To be reviewed: February 2021***