



Croft Primary School

Relationship Sex Education Policy

1 Introduction

We have based our school's sex and relationship education policy on the new Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (2020). This is statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996 - further details are in Annex A.

This document states that '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.'

It also stresses that 'schools must have regard to the guidance, and where they depart from those parts of the guidance which state that they should (or should not) do something they will need to have good reasons for doing so.'

The document states that in order 'To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Therefore, these subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.'

Sex education is defined as learning about physical, moral and emotional development. It is about understanding the importance of stable and loving relationships, marriage for family life, respect, love and care. Sex and relationship education is part of the personal, social and health education curriculum in our school.

While we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation.

2 Aims and objectives

2.1

At the Croft we 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.

By the end of primary school, the children should know:

Families and people who care for 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.

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

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.

3 Context

3.1

We teach sex and relationship education in the context of the school's aims and values. While sex education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work in school. We also ensure that we cover these areas in school in an age appropriate way.

3.2

We are aware that children of the same age may be developmentally at different stages, leading to differing types of questions or behaviour therefore our teaching methods will take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups.

3.3

It is important that both staff and students feel safe and comfortable during RSE lessons therefore we have set rules for our lessons:

- Listen to each other.
- Treat each other with respect.
- No personal questions of each other or staff.
- Use of a question box for sensitive questions (This will give staff time to consider the most appropriate answer to meet the needs of the pupils/ students.)
- Confidentiality.
- Can pass if uncomfortable with the question or topic.
- However, if a member of staff feels it is a safeguarding issue safeguarding procedures must be followed.

If a pupil / student asks a difficult question during a whole class session, staff will use the question box approach. Pupils' questions will be answered according to their level of maturity and understanding, with support from parents.

3.4

We are also aware of issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. We ensure that our staff model positive behaviours.

3.5

We ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. We comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics. We ensure that all of their teaching is sensitive and age appropriate in approach and content.

3.6

If we consider it appropriate to teach their pupils about LGBT, we will ensure that this content is fully integrated into our program of study for this area of the curriculum rather than delivered as a standalone unit or lesson.

4 Organisation

In order to teach sex and relationships education at The Croft we consider the makeup of their own student body, including the gender and age range of their pupils, and consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics (which mean that they are potentially at greater risk). We consider what they can do to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole-school approach.

4.1

We teach sex and relationship education through different aspects of the curriculum. While we carry out the main sex education teaching in our personal, social and health education (PSHE) curriculum using the Entrust scheme of work, we also teach some sex education through other subject areas (e.g. Science), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

4.2

In PSHE we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. For example, we tell the boys that their voices will change during puberty and we explain to the girls about menstruation (school nurse visit year 5). We encourage the children to ask for help if they need it.

4.3

In science lessons in Year 5 & 6, teachers inform children about puberty and how a baby is born. For this aspect of the school's teaching, we follow the guidance material in the national scheme of work for science. In Foundation and Key Stage 1 we teach children that animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

4.4

In Years 5 & 6 we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons. The school nurse visits the children and is well equipped to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are conceived, born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.

4.5

We make sure that our Relationships Education, RSE and Health Education lessons are accessible for all pupils. We know this is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. Therefore, we ensure that lessons are differentiated and personalised to ensure accessibility.

5 The role of parents

5.1

The school is well aware that the primary role in children's sex and relationship education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation.

In promoting this objective, we:

- inform parents about the school's sex education policy and practice;
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;
- inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

5.2

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the head teacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard. Parents should be made aware that a record will be kept of this process.

6 The role of other members of the community

6.1

As a school we are aware of how working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people. As a school we are responsible for ensuring that we check the visitor or visiting organisation's credentials. We also ensure that the teaching delivered by the visitor fits with our planned programme and our published policy. We discuss in detail how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils. We ask to see the materials visitors will use as well as a lesson plan in advance, so that they can ensure it meets the full range of pupils' needs (e.g. special educational needs). We ensure that lessons are confidential but we do make sure that visitors understand how safeguarding reports should be dealt with in line with school policy.

6.2

In particular, members of the Local Health Authority, such as the school nurse and other health professionals work with us to provide a discrete sex education unit to pupils in Years 5 and 6.

7 Confidentiality

7.1

Teachers conduct sex and relationship education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. If the teacher has concerns, they will draw

their concerns to the attention of the head teacher. The head teacher will then deal with the matter in consultation with health care professionals. (See also Child Protection Policy.)

8 The role of the Head Teacher

8.1

It is the responsibility of the head teacher to ensure that both staff and parents are informed about our sex and relationship education policy, and that the policy is implemented effectively. It is also the head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

8.2

The head teacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

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