

STAKEFORD PRIMARY SCHOOL

Tutum Iter Per Puerita – Safe Passage Through Childhood

Relationships and Sex Education

School Vision Statement

At Stakeford Primary School we believe that each individual child is special and deserves to be valued in a happy, secure and caring learning environment.

We aim to recognise all children's abilities and attributes, and support them in reaching their full potential, helping them to shine.

We aim to work closely together with parents, carers and families, for the benefit of all our children, in an open and friendly atmosphere.

We aim to deliver a stimulating and challenging curriculum which is meaningful to all our children and will encourage them to become self-motivated, independent learners.



2021-2022



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CURRICULUM INTENT

Our aim is to provide all of our pupils with a curriculum which equips them with the aspirations, motivation, knowledge and skills to become lifelong learners.

Our curriculum will provide us with:

- S Skills to help us communicate with a rich and varied vocabulary;
- T Time and support to ensure we are fluent readers with a desire to read;
- A A firm foundation in basic skills so we have the building blocks for our future learning;
- K Knowledge of the wider world in which we live;
- E Engaging and enjoyable learning experiences to inspire us;
- F Friendships, relationships and an understanding of self;
- O Opportunities to revisit and develop skills to help us excel;
- R Readiness for the next stage in education and life;
- D Determination and resilience to achieve our potential.

STAKEFORD PRIMARY SCHOOL

RELATIONSHIPS and Sex EDUCATION (RSE) POLICY 2020

1. Definition. What is Relationships and Sex Education (RSE)?

RSE is about the emotional, social and physical aspects of growing up, and involves learning about relationships, healthy lifestyles, diversity and personal identity. Some aspects are taught in science, and others are taught as part of personal, social and health and economic education (PSHE).

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

It is not about the promotion of sexual activity.

Relationships Education is learning about how to:

- be appreciative of existing relationships
- to form new healthy relationships
- to enjoy strong positive, non-exploitative, caring relationships online and in person.

Relationships education is described by the government as, "the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults".

At our school, we define sex education as 'the act of sexual intercourse in humans'.

Sex Education in primary schools is not mandatory; however, the National Curriculum for Science in primary schools includes content about human body parts, growth, puberty and reproduction and parents/guardians do not have the right to withdraw from this or compulsory aspects of relationship education.

2. Statutory Requirements

Department for Education guidance states that by the summer term 2021, all primary schools must teach Relationships and Health Education.

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We are not required to provide sex education but we do need to teach the elements of health/sex education (puberty) contained in the science curriculum; including knowledge of the main external body parts; the changes as humans develop to old age and reproduction in some plants and animals.

Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education, if they feel their pupils need this information.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

3. Rationale

This policy contains the key attitudes and information that will be taught at Stakeford Primary School. It has been written to ensure consistency and progression throughout the school and reflects our whole school ethos.

We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our pupils by society, when they enter secondary school and beyond in the world of work or further study.

Comprehensive relationship education can help children to understand and make sense of the world they are growing up in; to recognise the differences and similarities between their peers and their families; to understand the fact that every human being is unique has the right to be respected. There are many different family structures and all children have the right to feel safe. We believe it is our duty to ensure children have the skills to keep themselves safe from harm and develop positive and healthy relationships, free from exploitation or abuse.

4. Aims

At Stakeford Primary School we aim to offer RSE which:

- provides a consistent standard of relationship and health education across the school
- provides a framework in which sensitive discussions can take place
- prepares pupils for puberty, and gives them an understanding of the importance of health and hygiene
- helps pupils develop feelings of self-respect, confidence and empathy
- helps children identify and understand positive relationships
- creates a positive culture of communication around issues of relationships
- teaches pupils the correct vocabulary to describe themselves and their bodies
- Give pupils an understanding of reproduction and sexual development (as described in the science curriculum)

- To provide all pupils with knowledge, skills, and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up and deal with risk.
- Combat exploitation.

5. Policy Development

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

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance
2. Staff consultation – school staff were given the opportunity to look at the policy and make recommendations
3. Parent engagement – parents were invited to comment about the policy
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

6. Curriculum

We strive to make our RSE curriculum relevant to all pupils regardless of age, culture, gender, sexual orientation, religion or social class. We have developed the curriculum with engagement from parents, pupils and staff, considering the age, needs of our pupils.

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

Our curriculum is set out as per Appendix 1 and 2 but we may need to adapt as and when necessary to respond to the needs of our pupils.

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).

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so pupils are fully informed and don't seek answers online.

Discussions will be held with parents to make them aware of their child's curiosity and questioning. Staff will refer to the designated Safeguarding lead if they are concerned.

For more information about our curriculum, see our curriculum map in Appendix 1. The key objectives of the statutory Relationships Education curriculum are set out in Appendix 2

7. Delivery of RSE

RSE is taught within the Personal, Social, Health and Economic Education curriculum (PSHE). In addition, some aspects of the RSE programme will be covered through:

- Science
- Computing
- Assemblies
- Stories
- PE in the context of health and hygiene
- Marking significant country-wide celebrations such as Black History Month, Children's Mental Health Week, LGBT+ History Month and many others.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Our Relationships Education programme will be delivered in an age appropriate and sensitive manner by class teachers, teaching assistants and, if appropriate, outside visitors. Teaching is normally taught in mixed gender groups, though some content is covered in single sex groups e.g. menstrual hygiene. We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive themes.

The school uses a range of resources to deliver effective RSE, these include video, discussion, case studies, drama and role play. Resources may include fiction, reference books, leaflets, extracts from video clips, e.g. lesson plans produced by NSPCC.

Within RSE pupils will develop confidence in talking, listening and thinking about relationships, keeping safe, health and puberty. To achieve this, a number of teaching strategies may be used:

- Establishing ground rules with pupils;
- Dealing with children's questions in an appropriate manner;
- Using discussion and the appropriate materials;
- Encouraging reflection;
- Use strategies for pupils who may not wish to raise suggestions in front of others e.g. a question style box (e.g. Ask it basket).

Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RSE. Clear ground rules are established in partnership with the class, then reinforced at the start of each relevant lesson.

As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other
- Everyone gets a turn to speak, if they want to
- Everyone has a right not to speak
- Everyone's contribution is respected
- We don't ask or have to answer any personal questions
- We use anatomically correct language when we have learnt it

Dealing with sensitive issues and difficult questions

As with any topic, pupils will ask questions during RSE to further their understanding. Due to the sensitive nature of the topic, teachers will ensure that questions are asked and answered in a factual, balanced and age-appropriate way and referred to parents who will be signposted to relevant support materials as required..

All staff will be mindful of their safeguarding role and will follow the relevant school procedures if a question raises concerns of this nature. Teachers will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the rules and expectations.
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later or discuss the interest with parents.
- Pupil's questions will be dealt with honestly and sensitively and in an age appropriate way.
- A questions box will be available for pupils to ask anonymous questions, where pupils are able to record.
- If staff are faced with a question they do not feel comfortable answering within the classroom, techniques such as distancing, the use of a question box, or creating a time to talk to a child individually will be used. Children may also be signposted back to parents/carers and the teacher will contact the parents/carers to give a context to the conversations that have been held in class.
- If any questions raise safeguarding concerns, teachers will refer to the Designated Safeguarding Lead.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects

of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school

Equality, Inclusion and Support

As a school and a workplace committed to equality of opportunity in all aspects of school life. We are accepting and understanding of both staff members' and students' sexual orientation. Regardless of sexual orientation, staff will not promote their own viewpoints, but will use LGBT+ language where it is deemed appropriate. This includes the use of the words "gay", "lesbian", "bisexual", "homosexual" and "transgender" in their appropriate contexts.

In RSE this will include:

- Examining and challenging gender stereotyping,
- Celebrating difference and diversity
- Ensuring a programme of Relationships Education that is relevant to all pupils

In complying with the requirements of the Equality Act 2010, we value diversity, encourage respect for all and promote tolerance for, and celebration of, difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of RSE to deal with disadvantages facing those with a particular characteristic.

Staff will always challenge inappropriate comments or behaviours which could be deemed as bullying, gender stereotyping or resulting from perceived differences. Bullying of any kind is unacceptable and will not be tolerated at our school. At our school the safety, welfare and well-being of all pupils and staff is a key priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination. Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

The School Environment

Staff will ensure that the whole school environment reflects the values of respect for themselves and others. It will:

- ensure that posters and displays use positive images and celebrate difference and diversity.
- use anonymous question boxes or similar items enabling children to have questions and concerns answered privately where needed.

- ensure that communication between staff and pupils is welcomed and encouraged, and children know how to access members of staff.
- provide provisions for pubertal girls, including sanitary ware and free sanitary towels.
- ensure that discriminatory behaviour is always challenged.

8. Confidentiality, Safeguarding and Child Protection

Teachers need to be aware that effective 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 Designated Safeguarding Lead person as outlined in our Safeguarding Policy and child protection procedures in line with LEA procedures and Keeping Children Safe in Education, 2020.

9. Roles and responsibilities

The governing body will approve the RSE policy. The headteacher is responsible for its implementation, ensuring that RSE is taught consistently across the school.

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 non-statutory components of RSE

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 headteacher.

Tracy Dixon is the named co-ordinator for SRE.

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

Parents

We as a school will work closely with parents and carers to raise awareness of the breadth of RSE, how and when it is taught in school. We recognise that in RSE, parents and carers play a core role and we therefore welcome their engagement with our programme and wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. We:

- inform parents routinely about the school's RSE policy and practice (prospectus/letters/emails/ website).
- share the curriculum content and organisation of what is covered and when.
- answer any questions that parents may have about the RSE of their child.

- promote engagement on an annual basis about any needs in relation to our RSE programme and policy.

Visitors in regards to RSE

Visitors are invited in to school because of the particular expertise or contribution they are able to make. All visitors are familiar with and understand the school's RSE policy and work within it.

10. Parent's right to withdraw

Parents do not have the right to withdraw their children from statutory relationships education.

Parents have the right to withdraw their children from any non-statutory/non-science elements of sex education. Our school does not provide any sex education that is in addition to that covered in the statutory science/health curriculum.

11. Menstrual Wellbeing

Some pupils will begin menstruation whilst still in primary education. To support pupils who are menstruating, we have in place the following:

- Sanitary disposal units available in toilets;
- Access to sanitary products;
- For those experiencing period poverty sanitary protection can be accessed free of charge.

When a pupil starts menstruating in school, we will support them on-site and inform parents. Our RSE / PSHE programme covers basic information about menstruation in Year 5. If you child has difficulties managing their periods at school please contact their class teacher for support.

12. CPD

Staff are trained on the delivery of RSE as part of our continuing professional development calendar. Staff may invite visitors from outside the school, such as school nurses support and training to staff teaching RSE.

13. Monitoring arrangements

The delivery of RSE is monitored by Tracy Dixon, RSE co-ordinator, through: planning scrutinies, learning walks floor books and pupil consultation.

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

This policy will be reviewed by Tracy Dixon, biennially and appropriate amendments to be made where needed in response to information from staff, survey results and to

ensure effectiveness and relevance. At every review, the policy will be approved by the governing body.

Further policies - In conjunction with this policy, please also see:

- Behaviour
- Safeguarding and child protection
- Anti-bullying policy and procedures
- Online safety
- PSHE
- Science
- Equalities

Please see below a useful document produced by the government, which provides answers to frequently asked questions:

<https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>

Appendix 1: PSHE/ Statutory Health and RSE curriculum map

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safety responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and re-framing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Personal hygiene routines;	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing Physical and emotional changes in Puberty/support	Keeping safe in different situations, including responding in emergencies, first aid
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing online friendships	Increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

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

TOPIC	PUPILS SHOULD KNOW	KS1 *	KS2 *
Families and people who care about me	That families are important for children growing up because they can give love, security and stability	R2	R6
	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	R1, R4	R8
	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	H22, R3	R2, R7
	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	R3	R1, R6, R7
	That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong	R4	R3, R5
	How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	R5	R4, R9
Caring friendships	How important friendships are in making us feel happy and secure, and how people choose and make friends	R6	R10
	The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	R6	R11
	That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	R7	R13, R14
	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	R8	R16
	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	R9	R18

TOPIC	PUPILS SHOULD KNOW	KS1 *	KS2 *
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	H22, R23, L4, L6	R32, R33, L6
	Practical steps they can take in a range of different contexts to improve or support respectful relationships	R6, R8	R33, R34
	The conventions of courtesy and manners	R22	R33
	The importance of self-respect and how this links to their own happiness	H21, H23, R22	R31
	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	R22, H22	R31
	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	R10, R11, R12	R19, R20, R28
	What a stereotype is, and how stereotypes can be unfair, negative or destructive	L4	R21, L7, L8, L9
	The importance of permission-seeking and giving in relationships with friends, peers and adults	L15, L17	R23
Online relationships	That people sometimes behave differently online, including by pretending to be someone they are not	R14	R23
	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	R12	R24, R30, R31
	The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them	R20	R24, R29
	How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met	R15	R24
	How information and data is shared and used online	H34	L13, L14
Being safe	What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	R17	R22

TOPIC	PUPILS SHOULD KNOW	KS1 *	KS2 *
	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	R13, R18	R27
	That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact	R13	H45, R25
	How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know	R14, R15, R19	R24
	How to recognise and report feelings of being unsafe or feeling bad about any adult	R20	R29
	How to ask for advice or help for themselves or others, and to keep trying until they are heard	R20	R29
	How to report concerns or abuse, and the vocabulary and confidence needed to do so	R20	R29 H45
	Where to get advice e.g. family, school and/or other sources	R20	R29

* The numbers in the column on the right aid recognising where the statutory guidance relates to our programme of study (guided by the PSHE Association).