



Southwick CE Primary School Relationships and Sex Education Policy

Rationale

The Education Reform Act (Section 1) states that schools should provide a curriculum that “promotes the spiritual, moral, cultural, mental and physical development of pupils ... and of society: and prepare such pupils for the opportunities, responsibilities and experiences of adult life.”

Southwick CE Primary School has always seen Relationships and Sex Education as an important part of children’s Personal, Social and Health Education (PSHE), essential to the care and wellbeing of all children. Parents and carers are informed when sex education content is going to be delivered, are given early access to materials to make an informed decision as to whether they wish their child to participate and are reminded of their statutory right to excuse their children from this element.

From September 2020 the teaching of Relationships Education became compulsory in primary schools. Sex Education lessons remain non-statutory. The Governing Body is committed to ensuring that both of these elements are delivered within the context of a broad and balanced curriculum.

Aims

Through the delivery of RHSE, we aim to prepare our children to cope with the physical and emotional challenges of growing up, as well as giving them an elementary understanding of human reproduction. We see parents and carers as the main educators of children in RSE and our school role is to complement and reinforce children’s knowledge and understanding.

In our school we aim through implicit and explicit learning experiences to:

- ◆ ensure that relationship and sex education is integrated into the curriculum
- ◆ foster self-esteem and respect for others as the cornerstone of good health education and therefore of good relationship and sex education
- ◆ nurture a partnership between caring adults – governors, teachers, ancillary staff and parents – to ensure sensitive support for children and young people as they grow and mature
- ◆ ensure children have the ability to accept their own and others’ sexuality
- ◆ encourage children to enjoy relationships based upon mutual trust and respect, free from any abuse
- ◆ generate an atmosphere where questions and discussions on sexual matters can take place without embarrassment
- ◆ adopt a whole school approach to Relationship and Sex Education.

Teaching and Learning

Effective teaching of relationship and sex education will increase pupils’ knowledge of:

- ◆ the body, so that they can name parts of the body and describe how their bodies work
- ◆ human growth, development and life cycles and prepare them for puberty
- ◆ families and parenting
- ◆ safety and child protection, including online safety, in order to protect themselves and ask for help and support
- ◆ sexual identity

RHSE will also support children to:

- ◆ improve their self-esteem and self-confidence
- ◆ develop confidence in talking, listening and thinking about feelings and relationships
- ◆ make informed choices and decisions
- ◆ develop personal initiative and be able to take responsibility
- ◆ recognise personal skills and qualities in themselves and others
- ◆ maintain and develop relationships
- ◆ develop assertiveness in appropriate situations
- ◆ develop the motivation to succeed.

Within the taught curriculum, the children will be given frequent and regular opportunities to focus on feelings and to practise personal and interpersonal skills.

RSE is taught by the class teacher and teaching assistant. Class teachers may ask for support with this teaching; and should they wish not to deliver this curriculum the Headteacher or another member of staff would step-in. Occasionally, we may invite visitors who bring in specialist knowledge and different ways of engaging pupils to enhance delivery of these aspects; for example, the school nurse. Any visitors will be checked and briefed on the planned programme to ensure the content is age-appropriate. RSE will be taught in a moral and values framework, and include the following aspects, as defined by the statutory guidance. See Appendix 1.

Relationships:

1. Families and people who care for me
2. Caring friendships
3. Respectful relationships
4. Online relationships
5. Being safe

Mental health and Wellbeing:

1. Mental wellbeing
2. Internet safety and harms
3. Physical health and fitness
4. Healthy eating
5. Drugs, alcohol and tobacco
6. Health and prevention
7. Basic first aid
8. Changing adolescent body

and will include:

- self-respect
- physical health and mental wellbeing
- respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality
- taking account of other people's feelings
- mutual support and co-operation
- accepting responsibility for the consequence of our own actions
- the right of people to hold their own views and the understanding that we should not impose our own views on other people
- not infringing the rights of other people
- the right not to be abused by other people or be taken advantage of
- the right of people to follow their own sexuality within legal parameters
- a responsibility to develop relationships, including sexual relationships, based on mutual consent rather than coercion
- the right to accurate information about sex-related issues
- an entitlement to an appropriate and balanced RSE
- the right to access helping services

Confidentiality:

School staff are contractually bound to disclose information about physical or sexual abuse of children and young people to their designated safeguarding lead and/or Social Services.

Sexuality:

RSE will include discussions relating to sexuality in a sensitive manner and will include positive representations of LGBT (Lesbian, Gay, Bisexual and Transgender) people. Discussion of relationships will not be solely about heterosexual relationships and the word 'partner' can be used, rather than assuming all girls have or want boyfriends and all boys have and want girlfriends. It is seen as important to encourage tolerance and understanding and not demean or encourage prejudice against people whose sexuality is not shared by the majority. Challenging sexism and homophobia is part of our school's approach to equal opportunities.

Answering difficult questions:

Sometimes a child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly, and can be addressed individually later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the headteacher if they are concerned.

Parents and Carers:

Parents and carers will be fully informed about this policy and consulted when it is due for review. Parents and carers have the right to excuse their child from receiving the sex education element of RSE. We would however, ask parents and carers to come and discuss their concerns before any formal request is made. In such cases, either written or oral requests will be recorded and, for those sessions, the child will be removed to join another class with other work to complete.

The teaching of the Health, Relationships and Science Curriculum is statutory. Children may not be withdrawn from the topics of 'Life Processes and Living Things' or 'The Main Stages of Human Life'.

Assessment, Recording and Reporting:

There is no 'pass or fail' within this area of the curriculum. Instead, pupils have the opportunity to reflect on their learning and personal experiences and to set personal goals and agree strategies to reach them. This process of assessment has a positive impact on pupils' self-awareness and self-esteem.

Equal Opportunities:

We believe that all children have the right to a full Personal, Social, Health and Citizenship curriculum, including that of RSE regardless of race, gender, religion and ability. The RSE scheme is taught alongside the PSHE (Personal, Social and Health Education) scheme of work where relationships work is a key area of learning. The scheme meets the requirements of the Equality Act. Southwick School will not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics), reasonable adjustments will be made to ensure that no groups are disadvantaged. The scheme will be adjusted to meet the needs of the pupils in our care and any current issues. All issues, including those surrounding LGBT, will be taught with sensitivity and be age appropriate in approach and content.

Appendix 1.

DfE RSE Statutory Guidance 2019

By the end of primary school: Pupils 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.

Physical health and mental wellbeing

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. Internet safety and harms Pupils should know
- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

Physical health and fitness

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health. Healthy eating Pupils should know
- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). Drugs, alcohol and tobacco Pupils should know
- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination. Basic first aid Pupils should know
- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle