

High Spen Primary School



Relationships Education Policy

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Introduction

From September 2020, Relationships Education is compulsory for all primary schools as set out in the DfE Guidance (2019). For all maintained schools there is also a statutory duty to provide Health Education. This includes primary aged children learning about the 'changing adolescent body', included in the expected outcomes for Primary Health Education. (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019). This policy has been written in response to this requirement. Relationships and sex education at High Spen Primary School should be complimentary to, and supportive of, the role of parents, in educating their children about sexuality and relationships.

What is Relationships and Sex Education (RSE)?

Effective relationships and sex education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. This is why the DfE recommend:

“... that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.” (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019, para 67).

At High Spen, we use the PSHE Association programme for PSHE to support our teaching of RSE. This comprehensive programme provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

Aims

The aim of RSE is to provide balanced information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health.

Our RSE programme aims to prepare pupils for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within personal relationships.

- avoid being pressured into uncomfortable or dangerous situations.
- communicate effectively by developing the appropriate language for body parts and functions and sex and relationship issues.
- develop awareness of their sexuality, challenge sexism and prejudice, and promote equality and diversity.
- have sufficient information and skills to protect themselves in a variety of situations.
- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

Organisation and Content of Relationships and Sex Education

We specifically deliver relationships and sex education through our PSHE Association Programme and science lessons in EYFS, Key Stage 1 and Key Stage 2.

Much of the relationships and sex education in school takes place within PSHE lessons. Teachers generally deliver these aspects of the PSHE curriculum with support from professionals where appropriate. School staff are usually the best people to work with the pupils on many of the RSE topics as they are aware of each pupil's individual circumstances. RSE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also taught as part of National Curriculum science. The PSHE Association Programme and science National Curriculum are taught in every year.

Any RSE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When pupils ask questions, we aim to answer them honestly at an age appropriate level and within the ground rules established at the start of the sessions. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time.

More expert or specialist teachers may support staff that are uncomfortable with teaching certain aspects of the RSE curriculum. Support and professional development will be provided for these staff, so that they can develop their confidence in delivering the whole of the RSE programme.

	Science	PSHE
EYFS	Understand animal life cycles	<p><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally.

		<ul style="list-style-type: none"> Think about the perspectives of others. <p><u>Self-Regulation</u></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p>
Year 1	Identify, name, draw and label the basic parts of the human body	<p><u>Families and friendships</u></p> <p><i>Roles of different people; families; feeling cared for:</i> What it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.</p> <p><u>Safe relationships</u></p> <p><i>Recognising privacy; staying safe; seeking permission:</i></p> <ul style="list-style-type: none"> about situations when someone’s body or feelings might be hurt and whom to go to for help about what it means to keep something private, including parts of the body that are private to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) how to respond if being touched makes them feel uncomfortable or unsafe when it is important to ask for permission to touch others how to ask for and give/not give permission <p><u>Keeping safe</u></p> <p><i>How rules and age restrictions help us; keeping safe online:</i></p> <ul style="list-style-type: none"> how rules can help to keep us safe why some things have age restrictions, e.g. TV and film, games, toys or play areas basic rules for keeping safe online whom to tell if they see something online that makes them feel unhappy, worried, or scared
Year 2	Notice that animals, including humans, have offspring which grow into adults (life cycles) *only looking at life cycles from growth perspective not reproduction	<p><u>Safe relationships</u></p> <p><i>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</i></p> <ul style="list-style-type: none"> how to recognise hurtful behaviour, including online what to do and whom to tell if they see or experience hurtful behaviour, including online about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help how to resist pressure to do something that feels uncomfortable or unsafe how to ask for help if they feel unsafe or worried and what vocabulary to use <p><u>Growing and changing</u></p> <p><i>Growing older; naming body parts;</i></p> <ul style="list-style-type: none"> about the human life cycle and how people grow from young to old how our needs and bodies change as we grow up

		<ul style="list-style-type: none"> • to identify and name the main parts of the body NB – names for external genitalia (e.g. vulva, vagina, penis, testicles) are not used until UKS2 • about change as people grow up, including new opportunities and responsibilities <p><u>Keeping Safe</u></p> <ul style="list-style-type: none"> • how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and ‘out and about’
Year 3	No relevant science unit for this year group	<p><u>Families and friendships</u></p> <p><i>What makes a family; features of family life</i></p> <ul style="list-style-type: none"> • to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents • what to do and whom to tell if family relationships are making them feel unhappy or unsafe <p><u>Safe relationships</u></p> <p><i>Personal boundaries; safely responding to others; the impact of hurtful behaviour</i></p> <ul style="list-style-type: none"> • What is appropriate to share with friends, classmates, family and wider social groups including online • about what privacy and personal boundaries are, including online
Year 4	No relevant science unit for this year group	<p><u>Families and friendships</u></p> <p><i>Positive friendships, including online</i></p> <ul style="list-style-type: none"> • about the features of positive healthy friendships such as mutual respect, trust and sharing interests • how to communicate respectfully with friends when using digital devices • how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don’t know • what to do or whom to tell if they are worried about any contact online <p><u>Safe relationships</u></p> <p><i>Responding to hurtful behaviour; managing confidentiality; recognising risks online</i></p> <ul style="list-style-type: none"> • to differentiate between playful teasing, hurtful behaviour and bullying, including online • how to respond if they witness or experience hurtful behaviour or bullying, including online • recognise the difference between ‘playful dares’ and dares which put someone under pressure, at risk, or make them feel uncomfortable • how to manage pressures associated with dares • when it is right to keep or break a confidence or share a secret • how to recognise risks online such as harmful content or contact

		<ul style="list-style-type: none"> • how people may behave differently online including pretending to be someone they are not • how to report concerns and seek help if worried or uncomfortable about someone’s behaviour, including online <p><u>Growing and changing</u></p> <p><i>Personal hygiene routines;</i></p> <ul style="list-style-type: none"> • the importance of personal hygiene routines during puberty including washing regularly and using deodorant
Year 5	<p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life process of reproduction in some plants and animals(humans)</p> <p>Describe the changes as humans develop to old age</p>	<p><u>Families and friendships</u></p> <p><i>Managing friendships and peer influence</i></p> <ul style="list-style-type: none"> • what makes a healthy friendship and how they make people feel included • strategies to help someone feel included • about peer influence and how it can make people feel or behave • the impact of the need for peer approval in different situations, including online • strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication <p><u>Safe relationships</u></p> <p><i>Physical contact and feeling safe</i></p> <ul style="list-style-type: none"> • to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations • how to ask for, give and not give permission for physical contact • how it feels in a person’s mind and body when they are uncomfortable • that it is never someone’s fault if they have experienced unacceptable contact • how to respond to unwanted or unacceptable physical contact • that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about • whom to tell if they are concerned about unwanted physical contact <p><u>Respecting ourselves and others</u></p> <p><i>Responding respectfully to a wide range of people; recognising prejudice and discrimination</i></p> <ul style="list-style-type: none"> • what discrimination means and different types of discrimination e.g. racism, sexism, homophobia • to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment • the impact of discrimination on individuals, groups and wider society • ways to safely challenge discrimination • how to report discrimination online

		<p><u>Media literacy and Digital resilience</u> <i>How information online is targeted; different media types, their role and impact</i></p> <ul style="list-style-type: none"> • basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased • that some media and online content promote stereotypes • to recognise unsafe or suspicious content online <p><u>Growing and changing</u> <i>Personal identity; recognising individuality and different qualities;</i></p> <ul style="list-style-type: none"> • about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes • that for some people their gender identity does not correspond with their biological sex • how to recognise, respect and express their individuality and personal qualities <p>Y5 will also have a puberty talk from the school nurse / member of school staff to help consolidate learning and support their learning in Y5.</p>
Year 6	<p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Impacts of diet, exercise, drugs & lifestyle on body function. Sessions on smoking, alcohol and drugs to develop an understanding of poor life choices, unhealthy relationships and & peer pressure.</p>	<p><u>Families and friendships</u> <i>Attraction to others; romantic relationships; civil partnership and marriage</i></p> <ul style="list-style-type: none"> • what it means to be attracted to someone and different kinds of loving relationships • that people who love each other can be of any gender, ethnicity or faith • the difference between gender identity and sexual orientation and everyone’s right to be loved • about the qualities of healthy relationships that help individuals flourish • ways in which couples show their love and commitment to one another, including those who are not married or who live apart • what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults • that people have the right to choose whom they marry or whether to get married • that to force anyone into marriage is illegal • how and where to report forced marriage or ask for help if they are worried <p><u>Safe relationships</u> <i>Recognising and managing pressure; consent in different situations</i></p> <ul style="list-style-type: none"> • to compare the features of a healthy and unhealthy friendship • about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong

		<ul style="list-style-type: none"> • strategies to respond to pressure from friends including online • how to assess the risk of different online ‘challenges’ and ‘dares’ • how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • how to get advice and report concerns about personal safety, including online • what consent means and how to seek and give/not give permission in different situations <p><u>Belonging to a community</u> <i>Valuing diversity; challenging discrimination and stereotypes</i></p> <ul style="list-style-type: none"> • what prejudice means • to differentiate between prejudice and discrimination • how to recognise acts of discrimination • strategies to safely respond to and challenge discrimination • how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups • how stereotypes are perpetuated and how to challenge this <p><u>Media literacy and Digital resilience</u> <i>Evaluating media sources; sharing things online</i></p> <ul style="list-style-type: none"> • how and why images online might be manipulated, altered, or faked • how to recognise when images might have been altered • why people choose to communicate through social media and some of the risks and challenges of doing so • that social media sites have age restrictions and regulations for use • the reasons why some media and online content is not appropriate for children • how online content can be designed to manipulate people’s emotions and encourage them to read or share things • about sharing things online, including rules and laws relating to this • how to recognise what is appropriate to share online • how to report inappropriate online content or contact <p><u>Growing and changing</u> <i>Physical and emotional changes in puberty; personal hygiene routines; support with puberty, Human reproduction and birth; increasing independence;</i></p> <ul style="list-style-type: none"> • how to identify external genitalia and reproductive organs
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Assessment is carried out at appropriate times and involves teacher, pupil and peer assessment of knowledge and understanding, skills, and attitudes.

Parents

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

To promote this objective, we:

- inform parents and carers about the school's sex education policy and practice;
- answer any questions that parents or carers may have about the sex education of their child;
- take seriously any issue that parents or carers raise with teachers or governors about this policy, or about the arrangements for sex education in the school;
- encourage parents and carers to be involved in reviewing the school policy, and making modifications to it as necessary;
- inform parents and carers 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 bodies and their increasing responsibilities.

Withdrawal from RSE lessons

Parents/carers have the right to withdraw their children from sex education provided at High Spen Primary School except for those parts included in statutory National Curriculum science and that included within Statutory Relationships and Health Education. Those parents/carers wishing to exercise this right are invited in to see the head teacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn, they cannot take part in the specific sex education lessons until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school sex education programme or who wish to deliver sex education to their children at home. Parents and carers cannot withdraw from any aspect of Relationships Education and also Health Education lessons covering the changing adolescent body (puberty).

Inclusion

Ethnic, Cultural and Religious Groups

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents /carers to discuss any concerns with the Head teacher.

Pupils with Special Needs

We will ensure that all pupils receive relationships and sex education, and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. Pupils, whatever their developing sexuality need to feel that relationships and sex education is relevant to them.

Confidentiality and Child Protection / Safeguarding Issues

At the beginning of each session, the teacher will explain the rules of the session and explain to the children that they cannot guarantee confidentiality. As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned; however, if this person believes that the child is at risk or in danger, she/he talks to the named child protection co-ordinator who takes action as laid down in the Child Protection Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

The role of the Headteacher and Governing body

It is the responsibility of the Governors to ensure that as well as fulfilling their legal obligations, the governing boards or management committee should also make sure that:

- all pupils make progress in achieving the expected educational outcomes in regard to RSHE;
- RSHE is well led, effectively managed and well planned;
- the quality of RSHE provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn;
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

The head teacher liaises with external agencies regarding the school RSHE 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. The head teacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy. Parents should be consulted on the RSE policy and have the opportunity to express their views. They also must be informed of the limits of their right to withdraw their child from sex education and have the opportunity to do so within these limits.

Monitoring and Review

The Curriculum Committee of the governing body monitors the impact of our sex education policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents and carers about the sex education programme and makes a record of all such comments. Governors require the Head Teacher to keep a written record, giving details of the content and delivery of our sex education programme. This policy will be reviewed every two years, or earlier if necessary.