Relationships

&

Sex Education

and PSHE Policy

Headteacher: Alison Field

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Chair of Governors: David Wright

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Policy agreed:

Policy review date:

RSE (Relationships and Sex education) policy incorporating PSHE (Personal, Social, Health education)

Aims

At Sheepy Magna C of E Primary School, we believe that PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens. The work we do in PSHE links directly to the Cambridgeshire Primary Development Programme and our Windows to The World scheme, PSHE also flows through all other curriculum areas.

Under the new guidance issued by the DfE, by September 2020, Relationships Education at primary school will be compulsory. We believe that, to be effective, RSE should always be taught within a broader PSHE education programme. RSE enhances and is enhanced by learning related to topics including anti-bullying; keeping safe on and off line; keeping physically and mentally healthy, learning about drugs, alcohol and tobacco; and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making. It is part of our 'Healthy Schools' status to guide and develop the children in making informed choices, to understand and deal with their emotions and experience healthy relationships with others.

"Learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health." (DfES Guidance Document DfES 0116/2000)

The aims of PSHE and RSE at Sheepy Magna C of E Primary School are to:

- Promote the spiritual, moral, cultural, mental and physical development of all pupils
- Prepare pupils for the opportunities, responsibilities and experiences of later life
- Encourage pupils to value themselves and others
- Allow pupils to acknowledge and appreciate difference and diversity
- Teach pupils how to make informed choices
- Prepare pupils to be positive and active members of a democratic society
- Teach pupils to understand what constitutes a safe and healthy lifestyle
- Provide a framework in which sensitive discussions can take place
- Promote safety in forming and maintaining relationships
- Provide pupils with a toolkit for understanding and managing their emotions
- Provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others
- Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy

  Create a positive culture around issues of sexuality and relationships

  Teach pupils the correct vocabulary to describe themselves and their bodies

Statutory requirements

The Children and Social Work Act 2017 makes Relationships Education and Health Education statutory in all Primary schools. The guidance is mandatory from September 2020. Expectations on primary schools are as follows:

- Relationships Education is compulsory in all Primary Schools (or those pupils receiving Primary Education) – this includes academies, free schools and independent schools

- Health Education is compulsory in all Primary and Secondary Schools (or those pupils receiving Primary or Secondary Education) – this includes all academies and free schools but not independent schools as PSHE is already statutory in these schools.

RSE supports us in our statutory duties of Keeping Children Safe in Education
At Sheepy Magna, we have committed to retain our current choice to continue to teach age-appropriate sex education alongside relationships education. In doing so, we have regard to guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996.

Definition
RSE is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. RSE, within PSHE, aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both on and off line. It enables pupils to explore their own and other's attitudes and values and builds their self-esteem and confidence to view their own sexuality positively.
RSE is not about the promotion of sexual activity.

i. Relationships Education
The focus of Relationships Education is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. Dfe guidance requires us to teach objectives under the following topics;

- Families and people who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

ii. Health Education
The focus of Health Education is on teaching the characteristics of good physical health and mental wellbeing. Elements of our Health Education are timetabled to complement and support the teaching of RSE. Dfe guidance requires us to teach objectives under the following topics;

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drug, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- The Changing Adolescent Body (Puberty)

iii. Sex Education
The Dfe advise that all primary schools have a programme of Sex Education tailored to the age and the physical and emotional maturity of the pupils. Our programme contains the statutory elements of the Science curriculum.

Sex education outside of science
Our programme also contains non-statutory content which the school feels is age appropriate and does an important job of helping to answer some of the questions that pupils are asking as they come to the transition period between Primary and Secondary school.
Parents will be informed of when the Year 6 lessons are taking place and of procedures to follow if they wish to withdraw their child.

Delivery of PSHE and RSE

RSE is taught within the personal, social and health (PSHE) education curriculum. Some biological aspects of sex education are taught within the science curriculum. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

At Sheepy Magna, we have developed our own PSHE scheme of work for Years R-6, which incorporates Windows to the World and the Cambridgeshire Toolkit RSE and Drugs and Alcohol lessons and resources. We believe that pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships

The objectives of the RSE Curriculum will be taught in:

PSHE through designated lessons, circle time, focused events, health weeks

Other Curriculum areas, especially Science, English, RE and PE

Enrichment activities, especially our assembly programme, SEAL programme, visits from the Life Education Centre, social skills groups, involvement in school trips and adventurous activities, activities carried out as part of our development as a health promoting school.

Specific Units of Work on RSE are planned into our teaching programme in YR -Y6.

Foundation

Children learn about the concept of male and female and about young animals. They develop skills to form friendships and think about relationships with others.

Key Stage 1

Through work in science children learn about 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 Windows to the World 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 2

In science, children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby in years 5 & 6. Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In RE and Windows to the World, 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 develop skills needed to form relationships and to respect other people's emotions and feelings. They consider how to make simple choices and exercise some basic techniques for resisting pressures. Sex and relationship education should focus on the development of skills and attitudes not just the acquisition of knowledge.

This content has been agreed in consultation with governors, parents and teaching staff.

During sex education itself, Year 5 & 6 sometimes work in mixed or single sex groups, have opportunities to ask questions anonymously, abide by some ground rules and watch the 'Living and Growing' DVD Distancing techniques are used, i.e. fictitious characters instead of real people, as a vehicle for teaching and making the children talk more openly about this subject. Other teaching methods include drama, role play, emotional literacy and circle times. Prior to the showing of the DVD to the children, parents are invited to view the programmes and discuss any issues arising. This provides them with the opportunity to approve the input given or withdraw their child.

We believe that RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law. Pupils should receive teaching on LGBT relationships, which is delivered, for example, through teaching about different types of family, including those with same- sex parents.

We will primarily use the *Cambridgeshire Primary Personal Development Programme* and the resources recommended within it when planning and delivering the RSE Curriculum. We will avoid a 'resource-led' approach to delivering RSE, instead focusing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will carefully evaluate teacher resources, leaflets and videos, before using them. We will select resources which:

- are consistent with our Curriculum for RSE
- relate to the aims and objectives of this Policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- appeal to adults and children
- are up-to-date in factual content
- are produced by a reputable organisation
- do not show unfair bias e.g. towards a commercial product
- avoid racial, gender and sexual stereotyping
- encourage active and participative learning
- conform to the legal requirements for RSE.

Pupils with SEND

As far as is appropriate, pupils with special educational needs should follow the same PSHE education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants work with individual pupils where required, and if appropriate. It is not the school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievements.

Roles and responsibilities

The governing body will approve the PSHE and RSE policy, the headteacher is responsible for its implementation.

The subject lead and headteacher will work together to ensure that PSHE and RSE is taught consistently across the school, and the Head teacher will be responsible for managing requests to withdraw pupils from components of RSE.

Staff are responsible for:

- Delivering PSHE and 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/non-science] components of PSHE and RSE
- Staff do not have the right to opt out of teaching PSHE or RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Pupils

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

Working with Parents/Carers and our School Community

Parents and carers are the key figures in supporting their children through the emotional and physical aspects of growing up and relationships education. We recognise that many children would prefer to receive information about RSE from their parents and carers. Therefore we seek to work in partnership with parents and carers when planning and delivering RSE. We will encourage this partnership by:

a. *Informing parents and carers by letter or leaflet of forthcoming RSE topics*
b. *Inviting parents to learn more about the approach used in RSE*
c. *Gathering parents' views on the RSE Policy and taking these into account when it is being reviewed*
d. *Informing parents and carers about the RSE programme as their child joins the school through the school* website
e. *Providing supportive information about parents' role in RSE*
f. *Inviting parents to discuss their views and concerns about RSE on an informal basis.*

Parents and carers will be given access to this Policy on request. It will be available at the Annual Governors' Meeting. It will also be available on the school website and in the Policy folder in the school Office.

Parents' right to withdraw

The school is well aware that the primary role in children's relationships and sex education lies with parents and carers. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Make available online, via the school's website, this PSHE and RSE Policy;
- Answer any questions that parents may have about the RSE/PSHE education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE/PSHE in the school;
- Inform parents about the best practice known with regard to RSE, 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.

We are committed to retaining a parents' right to withdraw their child from the sex education elements within RSE (other than sex education in the National Curriculum as part of science) However this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education. There is no right to withdraw from Relationships Education at primary as the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

If a parent wishes their child to be withdrawn from the sex education outside of science, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. Parents should be aware that schools are legally required to provide a broad, balanced curriculum. Sex education topics can arise incidentally and overlap with relationships education lessons and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from these lessons.

Child Protection / Confidentiality

Teachers need to be aware that effective sex and relationship 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.

Dealing with difficult questions

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

Monitoring arrangements

The delivery of RSE will be monitored by the governors and the head teacher through: Lesson observations, learning walks, feedback from staff and children.

Pupils' development in RSE is monitored by class teachers as part of our assessment systems. Teachers carry out assessments through observation, discussion with the children and written evidence. There is also feedback from midday supervisors about lunchtimes and any social or friendship difficulties. Any behaviour issues are noted in the class behaviour book that is available to all staff.

This policy will be reviewed every two years. At every review, the policy will be provided for parents to read and approved by the governing body and headteacher.

Appendix
PSHE/RSE curriculum map

CYCLE 1

Class	Autumn Term	Spring Term	Summer Term	Summer Term
Portland	How are we the same or different? Citizenship 1 Identities and Diversity	What are our British Values? Myself and My Relationships 1 Beginning and Belonging	What Are Communities Like? Citizenship 2 Me and My World	Healthy and Safer Lifestyles 1 My Body and Growing Up
Cotswold	How are we the same or different? Citizenship 4 Diversity and Communities	What are our British Values? Citizenship 5 Rights, Rules & Responsibilities	What are communities like? Myself and My Relationships 6 Family and Friends	Healthy and Safer Lifestyles 6 SR2 Sex and Relationship Education
Swaledale	How are we the same or different? Myself and My Relationships 9 Beginning and Belonging	What are our British Values? Citizenship 8 Rules, Rights and Responsibilities	What are communities like? Citizenship 7 Diversity and Communities	Healthy and Safer Lifestyles 13 SR3 Sex and Relationship Education
Woodlands	How are we the same or different? Myself & My Relationships 14 Beginning and Belonging	What are our British Values? Citizenship 11 Rights, Rules & Responsibilities	What are communities like? Citizenship 10 Diversity and Communities	Healthy and Safer Lifestyles 20 SR5 Sex and Relationship Education Healthy and Safer Lifestyles 24 SR 6 Sex and Relationships Education NB- Year 5 and 6 will be taught a separate age appropriate curriculum for Sex Education

Windows to The World

Cambridgeshire Primary Development Toolkit Link

There will also be theme weeks held throughout the year to cover:-

1. Online safety
2. Healthy school's week
3. Anti-Bullying Week

Cycle 2

Class	Autumn Term	Spring Term	Summer Term	Summer Term
Portland	How are we the same or different? Citizenship 1 Identities and Diversity	Exploring Chinese Culture Myself and My Relationships 1 Beginning and Belonging	Exploring Different Cultures through the Expressive Arts Citizenship 2 Me and My World	Healthy and Safer Lifestyles 1 My Body and Growing Up
Cotswold	How are we the same or different? Citizenship 3 Working Together	Exploring Chinese Culture Myself and My Relationships 5 My Emotions	Exploring Different Cultures through the Expressive Arts Myself and My Relationships 8 Managing Change	Healthy and Safer Lifestyles 10 SR2 Sex and Relationship Education
Swaledale	How are we the same or different? Citizenship 6 Working Together	Exploring Chinese Culture Myself and My Relationships 11 Family and Friends	Exploring Different Cultures through the Expressive Arts Myself and My Relationships 10 My Emotions	Healthy and Safer Lifestyles 17 SR4 Sex and Relationship Education
Woodlands	How are we the same or different? Citizenship 9 Working Together	Exploring Chinese Culture Myself and My Relationships 16 Family and Friends	Exploring Different Cultures through the Expressive Arts Myself and My Relationships 18 Managing Change	Healthy and Safer Lifestyles 20 SR5 Sex and Relationship Education Healthy and Safer Lifestyles 24 SR 6 Sex and Relationships Education NB- Year 5 and 6 will be taught a separate age appropriate curriculum for Sex Education

Windows to The World

Cambridgeshire Primary Development Toolkit Link

There will also be theme weeks held throughout the year to cover:-

4. Online safety
5. Healthy school's week
6. Anti-Bullying Week

Sex Education

	Cycle 1	Cycle 2
Portland	• Valuing the body • Body parts • My teeth • Shapes and sizes • Self-care skills • Change and responsibilities	• Valuing the body • Body parts • My teeth • Shapes and sizes • Self-care skills • Change and responsibilities
Cotswold	• External parts of the body • My amazing body • Germs • Hand washing	• Babies to children to adults • Growing up • Caring families • Family variety • Marriage • Changing responsibilities
Swaledale	• Male and female bodies • Talking about bodies • Valuing the body's uniqueness & capabilities • Responsibilities for hygiene • Preventing spread of illnesses	• Stages of human life cycle • Seed and egg • Being grown up • My responsibilities • Families' responsibilities • Caring families
Year 5	Names of sexual parts • Puberty • Physical and emotional change • Menstruation • Developing body image • Changing hygiene routines • Viruses and bacteria	Names of sexual parts • Puberty • Physical and emotional change • Menstruation • Developing body image • Changing hygiene routines • Viruses and bacteria
Year 6	• Human lifecycle • Sexual reproduction • Changing emotions and relationships • Responsibility for others • Love and care • Marriage & civil partnership • Families	• Human lifecycle • Sexual reproduction • Changing emotions and relationships • Responsibility for others • Love and care • Marriage & civil partnership • Families

NB- Year 5 and 6 will be taught a separate age appropriate curriculum for Sex Education

2. Statutory content

Science Curriculum

Key Stage 1 (age 5-7 years) - Statutory Science Curriculum

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11 years) - Statutory Science Curriculum

- 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

Statutory Relationships and Health Education

Full details of what must be covered by the end of primary school can be found in the department for Education guidance https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education