

Foxton Primary School

Relationships and Sex Education Policy

Introduction

This Relationships and Sex Education (RSE) policy has been put together in consultation with our stakeholders. Its purpose is to outline our RSE provision. It is a working document, which provides guidance and information on all aspects of RSE in school for staff, parents/carers and governors. It is based on the DfE document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' 2019. It is approved by governors and reviewed every 3 years and published on the school website.

What is RSE?

'Relationships and sex education is learning about the emotional social and physical aspects of growing up, relationships, human sexuality and sexual health. It should equip children with the information, skills and positive values to have safe fulfilling relationships and take responsibility for their health and wellbeing.' (Sex Ed Forum)

'The focus in primary schools should be on in teaching the fundamental building blocks of positive relationships with reference to friendships, family relationships and relationships with other children and with adults.' (DfE)

'The department continues to 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 boys and girls are prepared for the changes that adolescence brings and drawing on the knowledge of the human life cycle – how a baby is conceived and born'. (DfE)

RSE Policy Vision

Through our RSE programme, we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective RSE to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens.

Aims

The aims of the RSE curriculum are:

- To enable young people to understand and respect their bodies, and be able to cope with the changes puberty brings, without fear or confusion
- To help young people develop positive and healthy relationships appropriate to their age, development etc. (respect for self and others)
- To support young people to have positive self-esteem and body image, and to understand the influences and pressures around them
- To empower them to be safe and safeguarded

Curriculum

At Foxton Primary School, RSE is taught within the Personal, Social and Health Education (PSHE) curriculum. The Cambridgeshire Primary Personal Development Programme is used and adjusted – see appendix. In addition, some aspects of the RSE programme will be covered through:

- Science
- Stories
- Assemblies
- Computing

Statutory Relationships Education

The following content is taught as part of Relationships Education. The outcomes are taken from the 2019 DfE guidance.

| Statutory Relationships Government Guidelines Pupils should know: | |
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| 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 |
| | 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 |
| | the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties |
| 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 |

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| 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, for example family, school or other sources |

Non-Statutory Sex Education

The DfE guidance 2019 recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs. This is taught in Year 6. Please note that Sex Education is non-statutory in Primary Schools and parents have the right to withdraw their children from these lessons. A letter will be sent home before the sex education unit is taught outlining the learning and asking for permission as well as giving parents an opportunity to discuss the lesson plans. The children are also taught in an age appropriate way about puberty and the associated physical and emotional changes.

| Non-Statutory Sex Education Pupils should know: | |
|---|---|
| Sex Education | that for a baby to begin to grow, part comes from a mother and part comes from a father; that in most animals including humans the baby grows inside the mother |
| | that when a sperm and egg meet, this is called conception; that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means |
| | how a baby develops in the womb and how babies are born |

Delivery of RSE

Our Relationships and Sex Education programme will be delivered in an age appropriate and sensitive manner by class teachers. Teaching is normally taught in mixed gender groups.

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 subjects and themes.

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

Answering Difficult Questions

Members of staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later or referred back to parents. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they have any concerns.

Equality

The school is committed to the provision of RSE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups however there may be occasions where children with Special Educational Needs are given extra support.

Assessment and Evaluation

Assessment and evaluation of the RSE programme is conducted using a variety of informal activities which have been built into the programme. These could include peer assessment and self-assessment. Teachers delivering RSE constantly evaluate their lessons to inform future planning.

Withdrawal

Parents/Carers have the right to withdraw their children from the Sex Education part of the curriculum but the Relationship Education is statutory. 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 RSE programme until the request for withdrawal has been removed.

Confidentiality and Child Protection Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. However, if the member of staff concerned believes that the child is at risk or in danger, then they should inform the Designated Safeguarding Lead who will act as laid down in the Child Protection Policy.

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 PSHE Lead / Head Teacher

The PSHE Lead monitors and reports on the effectiveness of the policy. It is the PSHE leads responsibility to ensure parents/carers and staff members are familiar with the policy. It is also their responsibility to ensure it is implemented effectively and that training is given where needed and to make staff aware of how to deal sensitively with issues should they arise.

The head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

PSHE Long Term Plan – Cambridgeshire Primary Personal Development Programme

| YEAR A 2020-2021 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------------------------|--|---|---|---|--|---|
| Foundation Stage | Beginning and Belonging MMR1BBF | Family and Friends (incl. anti-bullying) MMR2 FFF My Emotions MMR3 MEF | Me and My World Cit2 MWF Identities and Diversity Cit1 IDF | Healthy Lifestyles HSL3 HLF | Keeping Safe (incl. Drug Education) HSL2 KSF | My Body and Growing Up HSL1 BGF |
| Year 1 and 2 | Beginning and Belonging MMR4 BB12 | Family and Friends MMR6 FF12 Anti-bullying MMR7 AB12 | Working Together Cit3 WT12 Financial Capability EW1 FC12 | Healthy Lifestyles Digital Lifestyles TG | Managing Safety and Risk HSL4 MR12 | Sex and Relationships Education HSL6 SR1 HSL10 SR2 |
| Year 3 and 4 | Beginning and Belonging MMR9 BB34 | Family and Friends MMR11 FF34 Anti-bullying MMR12 AB34 | Working Together Cit6 WT34 Financial Capability EW2 FC34 | Healthy Lifestyles HSL14 HL34 | Managing Safety and Risk HSL11 MR34 Digital Lifestyles | Sex and Relationships Education HSL13 SR3 HSL17 SR4 |
| Year 5 and 6 | Beginning and Belonging MMR14 BB56 | Family and Friends MMR16 FF56 Anti-bullying MMR17 AB56 | Working Together Cit9 WT56 Financial Capability EW3 FC56 | Healthy Lifestyles HSL21 HL56 | Managing Safety and Risk HSL18 MR56 Digital Lifestyles | (Year 6 only) Sex and Relationships Education HSL20 SR5 HSL24 SR6 |

| YEAR B 2021-2022 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------------------------|---|---|---|---------------------------------------|--|---|
| Foundation Stage | Beginning and Belonging MMR1BBF | Family and Friends (incl. anti-bullying) MMR2 FFF My Emotions MMR3 MEF | Me and My World Cit2 MWF Identities and Diversity Cit1 IDF | Healthy Lifestyles HSL3 HLF | Keeping Safe (incl. Drug Education) HSL2 KSF | My Body and Growing Up HSL1 BGF |
| Year 1 and 2 | Rights, Rules and Responsibilities Cit5 RR12 | My Emotions MMR5 ME12 Anti-bullying MMR7 AB12 | Diversity and Communities Cit4 DC12 | Drug Education HSL8 DE12 | Personal Safety HSL9 PS12 | Managing Change MMR8 MC12 |
| Year 3 and 4 | Rights, Rules and Responsibilities Cit8 RR34 | My Emotions MMR10 ME34 Anti-bullying MMR12 AB34 | Diversity and Communities Cit7 DC34 | Drug Education HSL15 DE34 | Personal Safety HSL16 PS34 | Managing Change MMR13 MC34 |
| Year 5 and 6 | Rights, Rules and Responsibilities Cit11 RR56 | My Emotions MMR15 ME56 Anti-bullying MMR17 AB56 | Diversity and Communities Cit10 DC56 | Drug Education HSL22 DE56 | Personal Safety HSL23 PS56 | Managing Change MMR18 MC56 (Year 6 only) Sex and Relationships Education HSL20 SR5 HSL24 SR6 |

Relationships and Sex Education – Unit Notes

| | Learning | Notes |
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| Fox Cubs BG F | <ul style="list-style-type: none">• To understand and value what their bodies can do.• To describe their own appearance and name external body parts.• To understand ways in which their body has changed since they were a baby.• To understand ways of looking after their body and keeping it clean.• To understand how members of their family and other trusted people care for and look after them.• To understand ways in which they can take responsibility for looking after themselves and recognise situations where they still need to be supported by others.• To recognise how growing up makes them feel. | <ul style="list-style-type: none">• If sexual parts are mentioned (including family names for them) acknowledge, use the scientific name and move on.• Don't do LO 3 – To recognise similarities and differences between the bodies or boys and girls. |

| | Key Questions | Content | Notes |
|--------------------------|---|---|--|
| Year 1 and 2 RS 1 | <ul style="list-style-type: none"> • What are the names of the main parts of the body? • What can my amazing body do? • When am I in charge of my actions and my body? • Do I understand how amazing my body is? • How can I keep my body clean? • How can I stop common illnesses and diseases spreading? | <ul style="list-style-type: none"> • External parts of the body • Valuing the body • Personal hygiene | <ul style="list-style-type: none"> • Do not use the external male / female body outlines – use generic outline. • Remove penis, testes, testicles, vagina, vulva words from the labelling exercise, if mentioned (or if family names are used) acknowledge, acknowledge use the scientific name and move on. • Don't discuss differences between male and female bodies. • Instead of activity 3.3 Use the NSPCC Pants Rule Resource - https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/ |
| Year 1 and 2 RS 2 | <ul style="list-style-type: none"> • How do babies change and grow? • What's growing in that bump? • How have I changed since I was a baby? • What do babies and children need from their families? • What stable, caring relationships are at the heart of families I know? • What are my responsibilities now I'm growing up? | <ul style="list-style-type: none"> • Babies to children to adults • Growing up • Changing responsibilities | <ul style="list-style-type: none"> • Talk about how humans have babies which grow into children and into adults – focus on where babies are come from rather than how babies are made. • Avoid talking about sperm joining the egg. • Be sensitive towards children who live in more than one home, because their parents do not live together – talk about families with one mum, one dad, one mum and one dad, two mums, two dads, a granny or an aunty, a grandpa or an uncle. • Animals and baby animals. |

| | Key Questions | Content | Notes |
|---------------------------------|---|--|--|
| Year 3 and 4 Unit 13 SR 3 | <ul style="list-style-type: none"> • When do we talk about our bodies, how they change and who do we talk to? • What can my body do and how is it special? • Why is it important to keep clean? • What can I do for myself to stay clean and how will this change in the future? • How do different illnesses and diseases spread and what can I do to prevent this? | <ul style="list-style-type: none"> • Difference between males and females • Valuing the body's uniqueness and capabilities • Responsibilities for hygiene | <ul style="list-style-type: none"> • Do not do – How are males and females different and what are the different parts called? – the labelling activity. Don't cover how males and females are different. • Use clothed pictures of people only. • Do not cover puberty. Acknowledge changes to private parts, if mentioned, but don't record and move on. |
| Year 3 and 4 SR 4 | <ul style="list-style-type: none"> • What are the main stages of the human life? • What does it mean to be 'grown up'? • What am I responsible for now and how will this change? • How do parents and carers care for babies? • How do different caring, stable adult relationships create a secure environment for children to grow up? | <ul style="list-style-type: none"> • Stages of human life • Being grown up • My responsibilities • Parents' responsibilities | <ul style="list-style-type: none"> • Activity 1.3 use clothed pictures of people at different ages. • Don't do How did I begin? |

| | Key Questions | Content | Notes |
|----------------------|--|---|--|
| Year 5 and 6 SR 5 | <ul style="list-style-type: none"> • What are male and female sexual parts called and what are their functions? • How can I talk about sexual parts confidently and appropriately? • What happens to different bodies at puberty? • What might influence my view of my body? • How can I keep my growing and changing body clean? • How can the spread of viruses and bacteria be stopped? | <ul style="list-style-type: none"> • Names of sexual parts • Puberty • Physical change • Menstruation • Developing body image • Changing hygiene routines • Viruses and bacteria | <ul style="list-style-type: none"> • A majority of the unit to be covered by Year 6 children only. • Decide whether the labelling activity is appropriate. |
| Year 5 and 6 SR 6 | <ul style="list-style-type: none"> • What are different ways babies are conceived and born? • What effect might puberty have on feelings and emotions? • When am I responsible for how others feel? • What should adults think about before they have children? • Why might people get married or become civil partners? • What are different families like? | <ul style="list-style-type: none"> • Human lifecycle • Sexual reproduction • Changing emotions • Responsibility for others • Love and marriage • Families | <ul style="list-style-type: none"> • A majority of the unit to be covered by Year 6 children only. • Decide whether the labelling activity is appropriate. |