



Woodhouse Community Primary School Relationships and Sex Education Draft Policy 2020-2021

(This policy should be considered alongside UNICEF Articles 3, 5, 12, 13, 16, 18, 19, 24, 28, 34, 36)

This policy was developed in response to:

- Sex and Relationship Education Guidance DfES 2000,
- Supplementary Guidance Sex and Relationship Education (RSE) for the 21st Century 2013.
- Equalities Act 2010
- Not Yet Good Enough: personal, social, health and economic education in schools, (Ofsted 2013)
- Life Lessons: PSHE and RSE in schools: Fifth Report, (House of Commons Education Committee 2015)
- Special Educational Needs and Disability code of practice: 0-25 years, 2017

- Keeping Children safe in Education- Statutory Safe Guarding Guidance (2018)

- Children and Social Work Act (2017)

- **Transforming Children and Young People's Mental Health Provision Green Paper (July 2018)**

It is based upon the guidance document received from Durham Education Development Service.

This policy should be considered alongside the following:

- E-safety Policy
- Anti-bullying Policy
- Safeguarding Policy (including child sexual exploitation)
- Equal Opportunities
- PSHCE Policy
- SMSC Policy (also incorporating British Values)
- United Nations Convention for the Rights of the Child – particularly articles 12, 24, 19 and 34.

2. The Consultation Process Has Involved:

- Review of Relationship and Sex Education curriculum content with staff
- Review of Relationship and Sex Education curriculum content with pupil focus groups
- Review of Relationship and Sex Education curriculum content with parents/carers
- Consultation with wider school community e.g. school nurse, Education Development Service,
- Consultation, agreement and implementation with, of policy by school governors

3. What Is Relationship and Sex Education?

RSE is lifelong learning about physical, sexual, moral and emotional development. It is the building blocks of healthy, respectful relationships, focusing on family and friendships, both on and off line. It gives young people the essential skills to build positive, enjoyable and non-exploitative relationships. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. There should be a clear progression of what is taught from Relationships Education in primary school through to RSE in secondary school.

4. Principles and Values

Link to results of poll

Woodhouse Community Primary School believes that RSE should:

- be an integral part of the lifelong learning process, beginning in early childhood and to continue into adult life.
- be an entitlement for all pupils in our care.
- encourage every pupil to contribute to the school community that aims to support each individual as they grow and learn.
- be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. children living with step families; those living with same sex parents, children looked after, adopted children, extended family. It includes a variety of types of family structure, and acceptance of diversity.
- encourage pupils and staff to share and respect each other's views. We are aware of different values and opinions to sexual orientation, relationships and diversity. The important values are love, respect and care for each other.
- generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.
- recognise that parents and carers are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents/carers and pupils, consulting them about the content of programmes.
- recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals.

Sex and Relationship Education in this school has three main elements:

Personal and Social Skills

- managing emotions within relationships confidently and sensitively on and off-line
- developing positive self-esteem and confidence.

- developing and demonstrating self-respect and empathy for others.
- making informed choices with an absence of prejudice.
- developing an appreciation of the consequences of choices made.
- managing conflict.
- empower pupils with the skills to be able to recognise inappropriate/ uncomfortable situations and/or behaviours with their peers and adults.

Attitudes and Values

- learning the importance of values, individual conscience and moral choices.
- valuing family life, stable and loving relationships, marriage and civil partnerships.
- learning about the nurture of children.
- demonstrating our school values of respect, kindness and confidence
- Demonstrate wider values such as love and care.
- exploring, considering and understanding moral dilemmas.
- developing skills including negotiation and decision making.
- challenging myths, misconceptions and false assumptions.

Knowledge and Understanding

- learning and understanding about physical and emotional development at appropriate stages.
- learning about reproduction, human sexuality, gender identity, personal health, emotions and relationships.
- learning about where to go for help or advice in school and how to access a range of local and national support agencies

5. Aims and Objectives

The aim of RSE is to provide balanced factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. In accordance with our school values of respect (towards ourselves and others), kindness and confidence, we would like to equip 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 sex and relationship issues.
- develop awareness of their sexuality, gender identity, challenge sexism and prejudice, and promote equality and diversity.
- have sufficient information and skills to protect themselves in a variety of situations including from exploitation.
- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

6. Organisation and Content of Sex and Relationship Education

Here at Woodhouse Community Primary School *we cover the statutory requirements as set out by the Department of Education. These include Health and Wellbeing, Relationships and Living in the Wider World.*

Relationship and Sexual Education is taught through the PSHCE Programme, RE and Science lessons at foundation stage, KS1 and KS2.

Much of the sex and relationship education at Woodhouse Community Primary School takes place within PSHCE lessons. Teachers generally deliver the PSHCE 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 PSHCE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction may also be taught as part of National Curriculum Science. The PSHCE Programme and Science National Curriculum are taught in every year.

Woodhouse Community Primary School specifically delivers Relationships Education and Relationship and Sex Education through its PSHCE Programme, Science lessons and Religious Education sessions at foundation stage, KS1 and KS2. Lessons are taught by teachers, with support from external agencies as required.

Below is a short summary of learning in each year group. These objectives are taken from PSHCE recommendations. For a more detailed breakdown, please see the learning map in the appendices.

EYFS

Healthy Lifestyles

- Keeping our bodies healthy
- Likes/dislikes and choices
- Recognising and managing different feelings
- Naming body parts
- Personal hygiene (brushing teeth)
- Change, loss and getting older
- Working together
- Resolving conflict
- People who keep us safe
- E-Safety

KS1

- Keeping our bodies healthy
- Likes/dislikes and choices
- Recognising and managing different feelings
- Personal hygiene
- Names of body parts (including external genitalia)
- Secrets and surprises
- Boundaries within relationships
- External Genitalia
- Rules for keeping physically and emotionally safe (including e-safety)

Lower Key Stage 2

- Identifying food groups
- Moderation and balanced diet
- Recognising aspects of a healthy relationship
- Physical boundaries within different relationships
- Working together to resolve conflicts
- Recognising and managing feelings
- Physical change
- Change, loss and grief
- Keeping physically and emotionally safe on and offline

Upper Key Stage 2

- Making choices about health and wellbeing
- Identifying factors affecting body confidence (for example, the media)
- Recognising and responding to others' feelings
- Keeping a confidence or a secret
- Recognising or managing dares
- Understand what constitutes a healthy relationship
- Exploring how actions and behaviour can affect relationships
- Working together
- Conflict negotiation
- How feelings change
- Bereavement and loss
- Puberty and bodily changes
- How puberty leads to adolescence
- About human reproduction in the life cycle
- How a baby is made and how it grows
- That female genital mutilation (FGM) is physical abuse and is a crime · How to get support if they have fears for themselves or their peers

- Keeping physically and emotionally safe on and offline.

Over the next academic the RSE lead will be consulting with pupils, staff, governors and parents to tailor the programme of study to further reflect the needs and requirements of our children. As an assessment for learning activity, pupils will be given the following statutory requirement headings: Healthy Lifestyles, Feelings and Emotions, Healthy Relationships and Growing and Changing. They will be asked to record everything they know about the topic to showcase their prior knowledge. Staff will then use this information to map out a programme of study for pupils, tailoring the programme to children's needs and providing opportunities to address misconceptions. Parents and carers will be consulted on the programme of study, and their feedback taken into account.

Our tailored Relationships and Sexual Education programme of study will be taught from September 2020.

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 rule 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.

7. 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 sex and relationship education, and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary.

Sexual Identity, Gender Identity and Sexual Orientation

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

8. Right of Withdrawal of Pupils from Sex and Relationship Education

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. Parents are encouraged to discuss their concerns and / or decisions with the Head teacher at the earliest opportunity. Parents are welcome to review any RSE resources the school uses.

9. Confidentiality and Safeguarding

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class Ground Rules.

A child under 13 is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving under 13's should always be discussed with the nominated child protection lead.

Under the Sexual Offences Act, penetrative sex with a child under the age of 13 is classed as rape. Therefore, in all cases where the sexually active young person is under 13, a referral should be made to Social Care Direct identifying the young person, and the sexual partner if known. Following this, a Strategy Meeting or discussion will be held. The meeting will involve a Team Manager, Social Worker, Police, Health Worker, Education and Welfare and other relevant agencies, to discuss appropriate next steps.

Where the allegation concerns penetrative sex, or other intimate sexual activity occurs, there would always be reasonable cause to suspect that a child, whether girl or boy, is suffering or likely to suffer significant harm. All cases involving under 13's should be fully documented including detailed reasons why decisions were made not to share information.

Health professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

These procedures should be read in conjunction with the Durham LSCB protection procedures with special reference to Sections 3 'Referral and Investigation' and Section 6.13 'Sexually Active Children under 18' – 'Young People under the age of 13'

10. Monitoring and Evaluation of Sex and Relationship Education

It is the responsibility of the Head teacher/ Leadership Team to oversee and organise the monitoring and evaluation of PSHCE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHCE programme will be treated as a subject and will be involved in a yearly monitoring and evaluation exercise led by the Leadership Team.

The Governing body is responsible for overseeing, reviewing and organising the revision of the sex and relationship education policy and curriculum.

Ofsted is required to evaluate and report on personal, spiritual, moral, social and cultural development of pupils. This may include evaluating and commenting on the school's sex and relationship education policy, curriculum, staff development, and quality of provision.

A Gilmour/ R Smith

To be updated March 2021 (following RSE Parent Consultation)