

# **STANWAY PRIMARY SCHOOL**

## **POLICY**



# **RELATIONSHIPS (and Sex) EDUCATION (RSE)**

**Policy adopted by:**

**Staff:**

**Autumn 2023**

**Teaching, Learners & HR Committee:**

**Autumn 2023**

**Review Date:**

**Autumn 2024**

# STANWAY PRIMARY SCHOOL

## RELATIONSHIPS (AND SEX) EDUCATION POLICY

### RATIONALE

This Policy is primarily focussed on Relationships Education (the teaching of which is statutory from Summer 2021 in primary schools). The Government guidance indicates that the majority of primary schools will continue, however, to teach Sex Education in a way that is sensitive and age appropriate to the pupils in their school. At Stanway Primary, we will also continue to teach Sex Education. Within this policy 'RSE' will, therefore, be referred to.

### Relationships (and Sex) Education

RSE reflects the values of the PSHE programme. RSE is taught in the context of relationships. In addition, RSE will promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

### RSE and PSHE

RSE contributes to the foundation of PSHE and Citizenship by ensuring that all children:

- Develop confidence in talking, listening and thinking about feelings and relationships;
- Are able to name parts of their body and describe how their bodies work;
- Can protect themselves and ask for help and support; and
- Are prepared for puberty.

RSE aims to:

- Provide information which is easy to understand and relevant and appropriate to the age and maturity of the children;
- Include the development of communication and social skills;
- Encourage the exploration and clarification of values and development of positive attitudes.

An introduction to sex, sexuality and sexual health is provided as appropriate to the age of the child.

- To discover what pupils think, feel and understand about their growth and development, and use this and their natural curiosity as a starting point from the time they start school;
- To create an atmosphere in which pupils feel able to ask questions and discuss sexual matters;
- To work with parents in the process of sex education at school;
- To combat ignorance and increase understanding by building on what pupils think, feel and understand about the physical, emotional and social aspects of human sexual development and relationships;
- To reduce anxiety by increasing understanding, recognising and valuing individual differences, be they to do with individual sexuality, rates of growth or family relationships;
- To develop personal skills and an awareness of the ability to protect themselves. This includes communicating, negotiating, assertiveness and decision making;
- To develop the ability of pupils to make decisions about their behaviour which reflect concern and respect for oneself and for others;

- To challenge sexism and prejudice in society and to promote equal opportunities and those social norms which are conducive to sexual health.
- To facilitate pupils' access to further information, help and advice within the wider community.

### **Roles and Responsibilities**

The Teaching and Learning committee oversees the development and review of the policy.

The subject is taught by teachers across the school and is led (as part of PSHE) by the PSHE Leader.

Sensitive aspects of PSHE and RSE should be shared with parents prior to teaching. In terms of Sex Education, parents have the right to withdraw their child from the education (but not from Relationships Education and Science), so should be informed as to what will be covered within lessons. Parents should also be supported in continuing Sex Education at home should questions arise from their children. For this, useful websites are signposted for parents.

### **Curriculum Design**

The RSE curriculum is delivered as part of the PSHE curriculum and focuses on six aspects throughout KS1 and KS2: Happy and Healthy Friendships; Similarities and Differences; Caring and Responsibility; Families and Committed Relationships; Healthy Bodies and Healthy Minds; Coping with Change. The curriculum is a spiral one which enables pupils to reflect on past teachings when learning new skills.

#### **By the end of Key Stage 1**

Pupils will be able to:

- Recognise, name and compare the main external parts of the bodies of humans;
- Recognise similarities and differences between themselves and others, and treat others with sensitivity;
- Identify and share their feelings with others;
- Recognise safe and unsafe situations;
- Identify and be able to talk with someone they trust;
- Be aware that their feelings and actions have an impact on others;
- Make a friend, talk with them and share feelings;
- Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

Pupils will know and understand:

- That animals including humans grow and reproduce;
- That humans and animals can produce offspring and these grow into adults;
- The basic rules for keeping themselves safe and healthy;
- About safe places to play and safe people to be with;
- The needs of babies and young people;
- Ways in which they are alike and different from others;
- That they have some control over actions;
- Why families are special for caring and sharing.
- To learn about the importance of not keeping secrets which make them feel uncomfortable, anxious or afraid

- To learn about appropriate and inappropriate touch

Pupils will have considered:

- Why families are special;
- The similarities and differences between people;
- How their feelings and actions have an impact on other people;

### **By the end of Key Stage 2**

Pupils will be able to:

- Express opinions, for example about relationships and bullying;
- Listen to, and support others;
- Respect other people's viewpoints and beliefs;
- Recognise their changing emotions with friends and family and be able to express their feelings positively;
- Identify adults they can trust and who they can ask for help;
- Be self-confident in a wide range of new situations, such as seeking new friends;
- Form opinions that they can articulate to a variety of audiences;
- Recognise their own worth and identify positive things about themselves;
- Balance the stresses of life in order to promote both their own mental health and well-being and that of others;
- See things from other people's viewpoints, for example their parents and their carers;
- Discuss moral questions;
- Listen to, support their friends and manage friendship problems;
- Recognise and challenge stereotypes, for example in relation to gender;
- Recognise the pressure of unwanted physical contact, and know ways of resisting it

Pupils will know and understand:

- That the life processes common to humans and other animals include growth and reproduction;
- About the main stages of the human life cycle;
- That safe routines can stop the spread of viruses;
- About the physical changes that take place at puberty (including menstruation and wet dreams), why they happen and how to manage them;
- The many relationships in which they are all involved;
- Where individual families and groups can find help;
- How the media impact on forming attitudes;
- About keeping themselves safe when involved with risky activities;
- That their actions have consequences and be able to anticipate the results of them;
- About different forms of bullying people and the feelings of both bullies and victims;
- Why being different can provoke bullying and know why this is unacceptable;
- About, and accept, a wide range of different family arrangements, for example, second marriages, fostering, extended families and three or more generations living together.
- To understand what positive and healthy relationships are, and how to maintain them
- To recognise when a relationship is unhealthy
- To learn about loving, committed relationships
- To learn that marriage, arranged marriage and civil partnership are between people who willingly agree

- To force anyone into marriage is illegal
- To learn about judging when physical contact is acceptable or unacceptable, and how to respond
- To learn about confidentiality and when it is appropriate to break confidentiality

Pupils will have considered:

- The diversity of lifestyles;
- Others' points of view including their parents' or carers';
- Why being different can provoke bullying and why this is unacceptable;
- When it is appropriate to take a risk and when to say no and seek help;
- The diversity of values and customs in the school and in the community;
- The need for trust and love in established relationships.

### **By the end of primary school:**

#### **Families and people who care for me**

##### Pupils should know

- 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**

##### Pupils should know

- 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**

### **Pupils should know**

- 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.
- Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.
- 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**

### **Pupils should know**

- 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**

### **Pupils should know**

- 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.

## **Teaching and Learning Methods**

At Stanway Primary School all teachers are responsible for delivering Relationships (and Sex) Education as appropriate to their year group. Visitors from outside services or agencies can be used to support their teaching. All staff should refer to the PSHE section of the Teaching and Learning Policy.

The materials used for RSE throughout the school come from our subscription to Espresso

## **Content in Y4, 5 and 6**

The children are taught:

- About changes in the body related to puberty, such as periods and voice breaking;
- About changes surrounding friendships that are likely to occur;
- About how feelings during puberty are likely to change;
- When the changes are likely to happen and what issues may cause young people anxiety and how they can deal with these; and
- How a baby is conceived and born (with parental consent)

Before these specific sessions, parents are invited to attend a meeting with the relevant teachers. At the meeting, the context is discussed, guidance and support are offered and the parents' right to withdraw their child from Sex Education aspect of RSE (delivered in Y6) only is explained (parents do not have the right to withdraw their children from Relations Education and/or Science). As mentioned above, teachers use the resources from Espresso.

## **Menstruation**

We aim to provide sensitive support to those girls who begin menstruation at primary school by:

- Providing appropriate facilities for sanitary towels to be made available in the school office.
- Girls are allowed to wear loose fitting P.E. shorts for games and P.E. as a general policy to avoid embarrassment.
- Class teachers allow girls and boys to change in separate areas for P.E. and games as a general policy.
- If girls become unwell during school due to menstruation parents will be contacted in the normal way.
- Sanitary towel disposal bins are provided in the girls' toilet and in the disabled toilet where a sink and soap can be used privately if needed.

## **Safe and Effective Practice**

A number of strategies will be used to teach Relationships (and Sex) Education.

These are:

- Establishing distinct ground rules with pupils;
- Using 'distancing' techniques;
- Knowing how to deal with unexpected questions or comments.

## Ground Rules

A set of ground rules can be established by the teacher and class to create a safe environment in which the children do not feel embarrassed or anxious about unexpected comments/questions.

For example:

- No-one will have to answer a personal question;
- No-one will be forced to take part in a discussion;
- Only correct names for body parts will be used; and
- Meanings of words will be explained in a sensible, factual way.

## Distancing Techniques

Discussions can be depersonalised using role play to act out situations. Fictional characters and situations can be invented by the teacher and children within case studies and circle time.

The above two techniques enable an approach that is inclusive in terms of gender identity, sexual orientation, disability, diversity, ethnicity, culture, age, religion, belief or other life experience.

Teachers may need to differentiate their lessons to cater for children with SEND, so that the material is appropriate for the children's different stages of maturity.

## Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In such circumstances, teachers will consult with the designated safeguarding lead (or the deputy in their absence). See section 8 of the Child Protection Policy.

Visitors and external agencies who are aiding the delivery of RSE should be aware of this policy (and the PSHE section of the Teaching and Learning policy if appropriate).

## Dealing with Questions (Sensitive and Controversial Issues).

Establishing ground rules should reduce the chance of having to deal with unexpected questions. These approaches will also be useful if the situation arises.

- If a question is too personal, the teacher should remind the pupil of the ground rules. If the pupil needs further support, the teacher can refer her or him to the appropriate person, such as a school counsellor, school nurse, helpline, or an outside agency or service;
- If a teacher doesn't know the answer to a question, it is important to acknowledge this, and to suggest that the pupil or teacher or both together research the question later;
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and attend to it later on an individual basis. In this way, the pupil will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect, the teacher must remember to talk with the pupil later;
- If a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the school's child protection procedures.



### **Assessment, Monitoring, Reporting and Evaluation**

Teachers will critically reflect on the delivery of their lessons. Pupils will have the opportunity to reflect on their learning during lessons. Teachers will give feedback to pupils based on their understanding of the work within a lesson. The PSHE leader will monitor the lessons being delivered to ensure they meet the children's needs at each year group. Teachers monitor children's contributions and questions. They discuss any issues that arise with other teachers and the PSHE Leader, reflecting on the teaching and learning so that RSE is continuously evaluated.