



St Matthew's Primary School

Relationships and Sex Education Policy

Please read in conjunction with the Anti-Bullying Policy, Behaviour Management Policy, Safeguarding Children Policy, Equalities Policy, SEND Policy, eSafety Policy and Health and Safety Policy.

RELATIONSHIPS AND SEX EDUCATION POLICY

Rationale

We believe that Relationships and Sex Education (RSE) is the entitlement of all young people and we are committed to deliver it within the context of a broad and balanced curriculum of health education, supporting young people in learning about different faiths and cultures and underpinned by British Values promoting tolerance and respect. Relationships and Sex Education describes the teaching and learning we offer to the young people in our school, helping them to understand their own and others sexuality and to develop skills for healthy relationships and informed decision making.

Aims

RSE in this school will contribute to the requirements of the DfEE Guidance 2000 and will be firmly rooted within the framework for Personal, Social, Health Education (National Curriculum 2014). In our school we aim through implicit and explicit learning experiences to:

- Ensure that RSE is integrated into the curriculum and not isolated, taken out of context or over emphasised in any way
- Foster self esteem and respect for others as the cornerstone of good health education and of therefore, good Relationships and Sex Education
- Nurture a partnership between caring adults – governors, teachers, ancillary staff and parents and carers– to ensure sensitive support for young people as they grow and mature
- Ensure young people have the ability to accept their own and others' sexuality
- Encourage young people to enjoy relationships based upon mutual trust and respect, free from any type of abuse
- Generate an atmosphere where questions and discussion on sexual matters can take place without embarrassment
- Adopt a whole school approach to RSE
- Promote the spiritual, moral, cultural, social, cultural, emotional, physical and psychological development of young people at the school as responsible individuals and of society
- Prepare young people for the opportunities, responsibilities and experiences of life
- To safeguard children against Child Sexual Exploitation - CSE

The school will work towards this aim in partnership with its young people, parents and governors.

The aim of the RSE policy is to clarify the content and the manner in which RSE is delivered in this school.

Teaching and learning

Within the taught and broader curriculum, including whole school opportunities i.e. the whole school environment, pupils will be given frequent and regular opportunities to share feelings appropriately and safely and to practise personal and interpersonal skills. We value and respect the learning that occurs in the community and in the home, believing that these, alongside school links, are essential dimensions of Relationships and Sex Education. It is important to involve, whenever possible, and certainly to inform parents and carers.

RSE has three main elements:

1. Attitudes and Values

- learning the importance of values and individual conscience and moral considerations
- learning the value of family life, marriage and stable, loving relationships for the nurture of the children
- learning the value of respect, trust, love and care
- exploring, considering and understanding moral dilemmas
- developing critical thinking as part of decision making

2. Personal and Social skills

- learning to manage emotions and relationships confidently and sensitively
- developing self respect and empathy for others
- learning to make appropriate choices based on an understanding of difference and with an absence of prejudice
- developing an appreciation of the consequences of choices made
- managing conflict
- learning how to recognise and avoid exploitation, abuse and discrimination
- to respect and care for their bodies
- to develop communication skills and assertiveness skills to cope with the influences of their peers and the media

3. Knowledge and Understanding

- learning the correct language associated with the body and with physical development
- learning and understanding physical development at appropriate stages including the onset of puberty
- knowledge about healthy lifestyles
- understanding human sexuality, reproduction of humans and animals, personal hygiene in puberty, emotions and relationships
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay and the avoidance of unplanned pregnancy

Organisation

- **Co-ordination of RSE**

Is essential to ensure continuity, progression and evaluation. This work is co-ordinated by *Rachel Bardon and Adam Bell (Assistant Headteachers)*

- **Delivery**

Is through planned aspects within Science, PSHE and may arise from apparently unrelated topics in all National Curriculum subjects. This includes elements of SMSC and British Values. Within this category, as long as any discussion takes place within the context of the National Curriculum subject, it will not be deemed to be part of the RSE programme and therefore not subject to the parental right of withdrawal. Details can be seen in the school's curriculum (See Appendix A).

- **Teaching approaches**

A variety of approaches are used to give young people relevant information; to enable moral issues to be explored and to acquire appropriate skills. These will include discussion, videos, role play and case studies

- **Pupil groupings**

Content will be taught to single year groups and not across phases. Groups will be mixed ability and mixed gender, but when appropriate, single sex groups will be used. In such cases, where possible, male staff will teach boys about being young men and female staff will teach girls about being young women

- **Resources**

The teaching resources are:

- ❖ 'All About Us: Living and Growing' Primary Sex and Relationship Education 5-11 year olds by Channel 4 Learning
- ❖ 'Growing Up' 9-11 year olds by the BBC Education Service called BBC Active
- ❖ 'The Christopher Winter Project: Teaching SRE with Confidence in Primary Schools 4th Edition'

These resources can also be viewed by parents, carers and governors through liaison with the Co-ordinator. Visitors from outside agencies, such as a school nurse, may be used to deliver training to staff and specialist information to parents, carers and young people. However, 'visitors should complement but never substitute or replace planned provision' (Sex and Relationship Education Guidance 2000)

- **Staffing**

We recognise that it is vital that all staff involved in teaching the RSE programme are comfortable and confident to deliver the subject. All staff will be trained in Teaching RSE including Lesbian, Gay, Bi-sexual and Trans sexual Education. In service, training will be offered to all relevant staff which will include up to date information, teaching methods and resources. Staff will demonstrate by example the high standards of personal and social behaviour we expect from our pupils. They will also uphold the school ethos and adhere to all school policies

Specific Issues

The following issues may occur as part of RSE. Staff, parents and pupils will follow the school's procedures:

Confidentiality and Advice

This will include:

- Reassuring young people that their best interests will be maintained
- Encouraging pupils to talk to their parents or carers and giving them support to do so
- Ensuring that young people know that teachers cannot offer unconditional confidentiality (following Safeguarding Policy)
- Reassuring young people that, if confidentiality has to be broken, they will be informed first and then supported as appropriate
- If there is any possibility of abuse, follow the school's Safeguarding Procedure
- Using ground rules in lessons

Relationships

Within the context of talking about relationships, children should be taught about the nature of marriage and its importance for family life and for bringing up children. 'Teaching about marriage must be done in a sensitive, reasonable, respectful and balanced way. Teachers are subject to professional requirements, the school curriculum, school policies and anti-discrimination duties' (The Marriage Act 2013: The Equality and Human Right Implications for the Provision of School Education). The Government recognises that there are strong and mutually supportive relationships as key building blocks of a community and society. This will be dealt with sensitivity so as not to stigmatise children on the basis of their home circumstances. Adults 'are free to hold their own religious views.

The programme will focus on meeting the RSE needs of boys as well as girls (see detail in Appendix A). There will be a focus on boys and young men as well as girls and young women.

Special Educational Needs

Young people with special educational needs will NOT be withdrawn from RSE, but will be given help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not acceptable. Activities may be delivered in different ways in order to meet the individual needs of young people with special educational needs.

Dealing with difficult questions

Ground rules are essential for providing an agreed structure to answering sensitive or difficult questions. An anonymous question box will be used as a distancing technique. Adults will endeavour to answer questions as honestly as possible with regard to the age, development and needs of the child. Adults will use general terms and will not include any personal information or experiences when answering questions. If adults are faced with questions which go beyond the agreed RSE curriculum (see Appendix A) then adults will discreetly decline to answer the question and will notify the parents so that they can follow it up at home if they choose.

Parental Partnership

There will be an opportunity for parents to be consulted on the RSE curriculum during an academic year. This will take the form of a detailed letter to parents and carers informing them of the content of the curriculum. Parents and carers will also have an opportunity to view the resources to be used. There will also be opportunities for parents or carers to talk to Team Leaders or RSE Co-ordinators.

Parents and carers have the right to withdraw their child from the RSE element of the curriculum but not from the Science National Curriculum (as stated in section 405 of the Education Act 1996).

If a parent or carer wishes to withdraw their child their request must be made in writing to the Headteacher and an appointment to discuss the issue will be made.

Support will also be offered to parents who feel unsure about addressing the topic of sex and relationships with their child at home. This support may be offered by the Family Worker, RSE Co-ordinators or Team Leaders.

Monitoring and Evaluation

Monitoring and evaluation will be an on-going process. Questionnaires and learning walks will be used to evaluate the effectiveness of the policy and the RSE curriculum. The RSE curriculum will be revised in 2 years time (2020).

Appendices

- A - Full Scheme of Work for all year groups
- B – Resources

- C – Key vocabulary

This policy was written with reference to:

- Education Act 1996 (section 403 and 405)
- Sex and Relationship Education Guidance 2000
- Ofsted Inspection Handbook 2017
- Ofsted 'Not yet good enough: personal, social, health and economic education in schools' 2013
- Stonewall Training Resources
- The Marriage (same sex couples) Act 2013: The Equality and Human Right Implications for the Provision of School Education
- Sexting in Schools and Colleges: Responding to Incidences and Safeguarding Young People

*Written by Rachel Bardon and Adam Bell
Assistant Headteachers (Co-ordinators)
February 2018*

Ratified 26.03.18

Date of review 2020

Appendix A – Relationships and Sex Education Curriculum

Year	Statutory	Non-statutory
Reception	<ul style="list-style-type: none"> • ELG 08 • Making relationships • ELG 13 • People and Communication Relationship among families, communities and traditions. 	<ul style="list-style-type: none"> • Community members • Friendship • Differences and Similarities • Stranger Danger • Types of families (mum and dad, mum, dad, mum and step dad, dad and step mum and carers) • Keeping ourselves clean e.g. washing hands
1	<ul style="list-style-type: none"> • Name basic parts of the human body and say which sense is associated to them 	<ul style="list-style-type: none"> • Maintaining friendships • Knowing words to describe emotions • Family: special and people in the community • Stranger danger • Types of families (mum and dad, mum, dad, mum and step dad, dad and step mum, carers, mum and mum and dad and dad) • Basic hygiene p. 8 • Growing and changing
2	<ul style="list-style-type: none"> • Introduce to the fact that humans and animals have offspring (reproduce) • That offspring grow into adults: teenagers, adult, etc • Importance of hygiene 	<ul style="list-style-type: none"> • Maintaining friendships • Being proud / confident in myself • Knowing the words to describe emotions • Stranger danger – keeping safe • Types of families (mum and dad, mum, dad, mum and step dad, dad and step mum, carers, mum and mum and dad and dad) • Appropriate and inappropriate physical contact • Gender roles and stereotypes p.8
3	<ul style="list-style-type: none"> • Main body parts; names and functions (skeleton and muscles) 	<ul style="list-style-type: none"> • Types of families • Managing emotions • Appropriate and inappropriate physical contact • Maintaining friendships

		<ul style="list-style-type: none"> • Good and bad secrets Types of families (mum and dad, mum, dad, mum and step dad, dad and step mum, carers, mum and mum and dad and dad) • Male and female body parts • Family, fostering and adoption
4	<ul style="list-style-type: none"> • Functions of the digestive system • Functions of teeth and oral hygiene 	<ul style="list-style-type: none"> • Hygiene and body odour • Types of families and celebrating difference • Managing emotions • Appropriate / inappropriate physical contact • Personal safety • Types of families (mum and dad, mum, dad, mum and step dad, dad and step mum, carers, mum and mum and dad and dad, transgender parents) • Puberty •
5	<ul style="list-style-type: none"> • Life cycles of animals (including humans) • Life processes of reproduction in plants and animals • Changes as humans develop i.e. puberty (including terminology) 	<ul style="list-style-type: none"> • Being assertive • Hygiene and body odour (Family Workers) • Healthy relationships • Managing emotions (knowing who to talk to) • Personal safety and eSafety • Appropriate and inappropriate touch (knowing where to go for help) • Types of families (mum and dad, mum, dad, mum and step dad, dad and step mum, carers, mum and mum and dad and dad, transgender and bi-sexual parents.
6	<ul style="list-style-type: none"> • Recognise impact of diet, exercise and on bodies 	<ul style="list-style-type: none"> • Human reproduction • Being assertive • Healthy relationships • Changing relationships • All types of relationships • Types of families (mum and dad, mum, dad, mum and step dad, dad and step mum, carers, mum and mum and dad and dad, transgender parents and transgender)

		<p>issues.</p> <ul style="list-style-type: none">• Personal Safety and eSafety• Correct terminology• Managing emotions (know who to talk to)• Different rates of growth and physical development• NSPCC Workshop• CSE
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Appendix B – Child Friendly Explanations

Child-friendly explanations

These child-friendly explanations might help you to explain some of the most commonly used terms in this toolkit to a young person. You can use these as a basis to help pupils' understanding of the child-friendly anti-bullying policy, the homophobic, biphobic and transphobic bullying pupil survey and wider work in school. They may also help you to respond to homophobic, biphobic and transphobic language and develop school scripts (see Step 5).

Gender dysphoria

used to describe when a person experiences discomfort or distress because there is a mismatch between their sex assigned at birth and their gender identity. This is also the clinical diagnosis for someone who doesn't feel comfortable with the gender they were assigned at birth.

Pronoun

words we use to refer to people's gender in conversation – for example, 'he' or 'she'. Some people may prefer others to refer to them in gender neutral language and use pronouns such as they / their and ze / zir

Gender

Babies are given a gender when they are born, for example 'male' or 'female', 'boy' or 'girl'

Gender identity

Everyone has a gender identity. This is the gender that someone feels they are. This might be the same as the gender they were given as a baby, but it might not. They might feel like they are a different gender, or they might not feel like a boy or a girl

Trans

Trans is a word that describes people who feel the gender they were given as a baby doesn't match the gender they feel themselves to be. For example, someone who is given the gender 'boy' as a baby but feels like a girl

Straight or heterosexual

A straight or heterosexual person is someone who falls in love with, or wants to have a relationship or partnership with, people who are the opposite gender to them. For example, a man who is in a relationship with a woman, or a girl who is in love with a boy

Gay

The word gay refers to someone who falls in love with, or wants to have a relationship or partnership with, people who are the same gender as them. For example, a man who loves another man or a woman who loves another woman, this includes two dads or two mums

Lesbian

Lesbian is a word to describe a woman who falls in love with, or wants to have a relationship or partnership with, other women. For example, a girl who is in love with another girl, or two mums who are in love with each other

Bisexual

Bisexual is a word to describe someone who falls in love with, or wants to have a relationship or partnership with someone of the same gender as them *or* with someone of a different gender to them. A bisexual person might say that the gender of the person they fall in love with doesn't matter to them.

People might use words such as boyfriend, girlfriend, husband, wife or partner to describe the person they are in love with or in a relationship with.

Appendix C - RSE agreed vocabulary list (this list is cumulative)

YR-Y3	private areas covered by underwear
4	hygiene, puberty, sweat, sweat glands, private parts, penis and vagina (in relation to washing) gay and lesbian
5	fallopian tubes, ovary, uterus, cervix, vagina, endometrium, foreskin, penis, urethra, scrotum, testicles, bladder, period, menstruation, sanitary towel, erection, egg bisexual and transgender
6	egg, sperm, fertilise, foetus, umbilical cord, twins, birth, birth canal